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Department of Education

CITY AND COUNTY OF SAN FRANCISCO

STATE OF CALIFORNIA

# COURSE OF STUDY

IN

## History, Civics, and Ethics

FOR THE

DAY ELEMENTARY  
SCHOOLS

February, 1919



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PRESENTED BY THE OFFICE  
*of the*  
Superintendent of Schools

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## PREFACE.

The broad outline of this Course of Study in History, Civics, and Ethics, (Morals and Manners), was prepared and submitted by two Committees on History and Civics, and two Committees on Ethics, appointed by the Superintendent, and constituted of principals and teachers. The membership of these Committees was:

### HISTORY AND CIVICS.

#### First Committee.

Mr. Richard D. Faulkner, Principal, Chairman.  
 Mr. F. H. Rhodes  
 Miss M. D. Oliver  
 Miss M. E. Faucompré  
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### ETHICS, (Morals and Manners).

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#### Second Committee.

Mrs. Ivy D. Ostrom, Principal, Chairman.  
 Miss T. E. Derham, Principal  
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 Mrs. B. L. Macdonald  
 Miss A. C. Russell  
 Miss F. Rosenfeld  
 Miss V. D. Heath, Principal

ms.B. Nov. 17, 1919

The Superintendent takes this opportunity of expressing his sincere thanks to the members of these Committees for their conscientious service, and for the many excellent suggestions offered by them.

These suggestions have been of substantial value in the formulation of the present Course. The corps of Deputy Superintendents, A. J. Cloud, Chairman, made a thorough study of the reports submitted by the several Committees, and, after careful deliberation, decided to assemble into a unified Course those parts separately presented under History, Civics, and Ethics. Confronted by that necessity, the Superintendent and the Deputy Superintendents worked out in conference the general plan which has been developed into the Course in its present form.

ALFRED RONCOVIERI,  
Superintendent of Schools.

San Francisco, California,  
February, 1919.

## GENERAL INTRODUCTION TO HISTORY AND CIVICS.

### Importance of the Subject.

"I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life." This is not "a plea for a temporary enlargement of the school program appropriate merely to the period of the war. It is a plea for a realization in public education of the new emphasis which the war has given to the ideals of democracy and to the broader conceptions of national life." (President Woodrow Wilson in his letter addressed "to School Officers", dated August 23, 1917).

Such education in citizenship, laying special emphasis upon American values, so powerfully urged by the President, is to be achieved most directly in the elementary school through the "social studies" of the curriculum—history, civics, and geography—though the remaining studies must contribute their quota to the great end in view, that of giving the instruction and training necessary for the intelligent understanding and performance of the rights and duties of citizenship in a democracy. This "socializing" of the entire work of the school is one of the most significant movements in present-day education. The educational philosophy involved emphasizes not the subject or study so much as it does the product, the growth within the individual pupil which enables him to relate himself truly to his environment in its manifold phases—historical, civic, geographical, ethical, and vocational.

### Nature of History, Civics, and Geography.

Fundamentally, History, Civics, and Geography deal with relationships or problems arising from man's efforts to live with his fellows on the earth. They are different aspects of the same social subject, rather than three closely correlated subjects as they have often been viewed.

This conception of History, Civics, and Geography as a tri-une subject has exercised a controlling influence over the selection of the kind and extent of teaching material, and the recommendations of types of teaching method, made in this Course of Study. It should, therefore, be thoroughly understood and appreciated by the teacher who would achieve the aim intended in this Course.

## GENERAL INTRODUCTION TO HISTORY.

### The Aim of History Teaching.

History teaching, specifically, should aim to develop in the youth a real sense of personal relationship to past and present, furnishing him with a clearer insight into the conditions of past ages out of which has evolved the complex and changing world in which he lives. Thus, it equips him with a truer understanding of that present world and also points out more definitely for him the promise of the future. In a word, beyond presenting a panorama of glorious deeds and heroic lives, history teaching has the inspiring opportunity of fixing in the character of each youth of the nation a noble conception of his place in human society, and of arousing in him a lofty zeal to play his own part worthily as a citizen of the great republic.

Analyzed into its component parts, history teaching, as has been written by an eminent authority, "should center around the following important objectives:

- (1) Useful information;
- (2) Political and civic ideals;
- (3) Appreciation of national leaders;
- (4) National solidarity."

(New Jersey Course of Study "The Teaching of Geography, History and Civics", Kendall).

From the point of view of education in citizenship, history is to be taught, not merely to secure the mastery of the facts of the subject, but to lead boys and girls to "believe and understand the worth of being free" to show them the price America has paid and is paying for liberty, to exemplify the blessings that come to them from their heritage of democracy, and to emphasize the obligations resting on them to perpetuate these great privileges and opportunities for posterity.

### The Plan of the Present Course.

This Course reflects the prevailing tendency to have history taught in every Grade, with the subject-matter and method of treatment varied to suit the capacities of children at their different stages of mental development.



In the Primary Grades, the lessons are grouped around historical material as distinguished from history proper. In the First, Second, and Third Grades, the Course advances from simple studies of the child's immediate environment and ordinary associations considered in their historical aspects, and reinforced by progressively difficult projects which are assigned for purposes of stimulating the beginner's visualization of historical images, to the study of man's conquest over Nature as depicted in the primitive conditions of life and in earliest authentic records. This latter point is reached in the Four A Grade, in which the pupils form their first acquaintance, in simple story-form, with the ancient oriental peoples, and learn of our indebtedness to them. In the Four B Grade, the wonderful characters and events of the history of our Golden State and Imperial City are presented, enabling the child to appreciate truly what our state and city have been and what they are.

It is now generally accepted that a simple treatment of our nation's story should be introduced at an early place in the curriculum, reserving the thorough study of American history for the upper Grades. This arrangement is justified in part, on the ground of the special benefit secured to the large number of children who drop out of school as soon as the compulsory attendance laws permit, but chiefly is it justified by the more widely distributed benefits to the great majority who remain in school. In these, the ennobling patriotic conceptions should be awakened and purified, during their most impressionable years, by a knowledge of the lives and deeds of the men and women who discovered, explored, and settled our country, and established in it a nation of free people. In consequence, in this Course, the work of Grades Five A and B embraces a study of the leading characters and events of our colonial and national periods. In these Grades, the transition is accomplished from a study of stories and of other material bearing upon history, to a study of a text-book in history.

In our 1911 Course of Study a beginning was made in the direction of giving definite attention to the European background of American civilization as a foundation for a later intensive study of United States history and institutions, in recognition of the fact that the latter are, in their origin, interwoven with European events and conditions of life, and that, therefore, a study of the history of our ancestors in Europe is essential to a study of the history

of our own people. This related European history course was originally inserted in the Six A Grade; and more recently, in our Syllabus of the Course of Study in 1915, was expanded over the Five B Grade, as well.

The present Course establishes such a plan for the major part of the work of Grades Six A and B. The study is to be of those typical features of Greek, Roman, and Mediaeval life which throw a light on the civilization transported across the Atlantic by the Colonial emigrants. Towards the close of the year's work, the Course develops into a comprehensive survey of the period of Discovery and Exploration in American history.

To Grades Seven and Eight is assigned an intensive study of the history of the United States from the Colonial period to the present day, with special stress upon the industrial and social phases of the subject.

Every teacher, to give her best service in a particular Grade, must become thoroughly familiar with the Course as a whole, and should read extensively in books devoted to historical and social subjects. (Consult Wayland's "How to Teach American History", Chapter XXIX).

## METHOD IN TEACHING HISTORY.

### Planning the Work.

It is incumbent upon the teacher to get a vision of the term's work and of the Course as a whole. The far-ahead look is all-essential, if the teacher hopes to make each day's work fit into the large and well-defined purpose of the Course. The successful teacher makes full use of definite lesson-plans. (Refer to Strayer's "A Brief Course in the Teaching Process", Chapter XVI, and to Wayland's "How to Teach American History", Chapter XXVIII).

The New Jersey Course of Study says: "Before beginning a lesson the teacher should have:

1. A definite idea of what she expects to accomplish in that lesson, and of the importance of the given lesson in connection with all the lessons to be taught on a given topic.
2. A thorough, concise knowledge or mastery of the lesson, so that she may teach without a text-book.

3. The successive steps planned, the large questions thought out, in order to reach the desired results.

4. The apparatus for teaching at hand and ready for use—modeling table, maps, globe, colored crayon, reference material and textbooks.

5. Assignment made so definite and clear that pupils will be stimulated to do their best work.

6. A determination to conduct the recitation in such a way that the pupils will have opportunities for exercise of their emotional and volitional natures.

7. A still more firm resolution to have the attention of all members of the class and not only of a few."

### **Lower Grades. General Suggestions of Method.**

In the Primary Grades, history is developed largely through the medium of the story. In the beginning, stories should be told, whenever possible, not read to the class. Telling adds greatly to the force and clearness. Moral conclusions should not be drawn for the class. The time to stop is at the end of the story.

The child should be encouraged to reproduce the story, or parts of it, in talks before the class, in plays and games, in simple dramatization, and in all manner of hand-work. In these earlier years, history, nature study, and hand-work blend, and should be made illustrative of one another.

As the child grows older, the history is taught through biography,—or true stories of actual lives,—and finally emerges into the narrative of connected events, and accounts of achievements and institutions. There should be much reading, covered rapidly.

The coöperation and initiative of the pupils should be allowed free play. Pupils should be encouraged to ask questions in the recitations, and, beginning as early as the Third Grade, to challenge politely each other's ideas and expressions.

### **Upper Grades. General Suggestions of Method.**

#### **Topics and Problems. Outlining.**

From the Five A Grade on, this Course calls for a study of large topics and movements, reinforced by problems and projects for investigation and report. The study of definite problems aids in developing a thoughtful atti-

tude toward social questions. The history should be so taught as to have a demonstrably practical purpose,—that of showing how present social conditions have grown out of earlier ones.

The use of outlines is a necessary corollary to the topic and problem method. The outline suggests the way to stress the important events and movements in history, as well as to eliminate the non-important or casual incidents and circumstances.

The making of outlines by the pupil has a double value: it gives him a better understanding of the subject-matter that is being studied, and it trains his mind in the orderly arrangement of facts. Definite instruction in the method of outlining is needed by the pupil. To satisfy this need, the teacher may furnish the outlines in the introductory stages; but very soon she should require the pupils to assist her, and by the time they reach the Six B Grade, she should require them to make their outlines independently. She should take care that the pupils' outlines do not represent the mere copying of paragraph headings from the text-book, or that the outlines indicate merely mechanical operations. Outlining, properly taught, demands greater skill in logical processes of thought, the higher the pupil advances in the Grades.

In this Course, the subdivisions in the suggestive outlines for the different grades are not meant to imply that only one lesson should be given under each heading. They merely present the most essential topics to be considered from point to point. Not all the topics given are to be worked out in detail.

To gain variety, the teacher may substitute for the outline of individual lessons, outlines of a movement, or of an historical period, which has been the leading topic during several lessons. Again, she may invite the pupils to propound questions to her, or to one another. Whenever the pupil is permitted to contribute educational material, and to do so in his own way, (under good supervision), he is likely to become interested in the work to a point of real enthusiasm. Then it is that we have the "socialized recitation". When pupils are required to report on special topics to the class, they should be trained to use reference material effectively. Questions should always be framed in such fashion as to go to the heart

of the matter, and to call for complete answers as opposed to mere fragments of sentences.

It is most important, as the youth matures, that he should gain the power to organize and master material with which he is dealing. The teacher must not do all the work for him, but must allow him full swing for the development of initiative and individuality. This is not to be interpreted as advocating a *laissez faire* policy toward the youth. The extent and nature of the teacher's help should be proportioned to the needs of the youth at his varying stages of growth, and should be fitted to the character of the topics and problems studied at a given moment.

### **The Text-Book.**

The text-book is an instrument or tool. It can be used by the pupil either for the purpose of gaining a knowledge of the particular facts it presents, or for the purpose of developing the power of independent study and of investigation that will lead to the genuine application of facts to life-problems of all kinds. Educationally, the latter of those purposes is far more important than the former. The teacher should, therefore, strive to train the pupil in the use of the text-book as an instrument to promote real thinking upon vital issues.

Such teaching in the proper use of the text-book is not accomplished incidentally, but only by direct methods continued from Grade to Grade. The pupils must first be taught to grasp the meaning of the text. This requires effective teaching, for, in general, text-book narratives by reason of space-requirements, are so condensed as to be reduced to mere words in the eyes of pupils as yet unacquainted with the details upon which the narratives are based. The language of the text, therefore, must often be simplified, illuminated, and amplified. When studying a definite problem, the pupils should be taught to examine the text-book for the purpose of determining what material the text supplies that will answer the question under consideration. In this way the use of tables of contents and indices, of headings and foot-notes, of maps, pictures, charts, references, and readings, is made plain. The pupils should be taught how to handle intelligently all of the mechanical aids of the text-book. (Refer to Johnson's "The Teaching of History", Chapter XII).

## The Recitation.

The parts of the recitation that it is deemed desirable to speak of in this connection are: (a) the review, (b) the assignment, and (c) the study of the assignment.

### a. The review.

The merit of the review depends upon the principle that it is not what has once been learned, but rather what is retained that is of worth, and that the retention of ideas is contingent upon frequently recalling them into experience. Two types of review may be distinguished: the daily review, and the comprehensive general review.

The well-conducted daily review is the best method to use in advance of the recitation upon the previously assigned lesson. Its purpose is to establish the articulation of new material with old—to focus attention on the new material by bringing to it the necessary past experience that will enable the pupil to understand it, and to appreciate its significance.

In contradistinction from the daily review, the comprehensive review is needed only when great divisions of the subject have been covered, or at the conclusion of the study of well-established sections of the Course, and is intended to tighten the grasp on these major divisions, or sections of the work. The early comprehensive reviews afford the teacher an excellent opportunity to guide the pupil in the skillful use of his topical outline, with only such reference on his part to the text or assigned reading, (and then usually by a mere glance at headlines or paragraph topics), as will suffice to refresh his mind. In later reviews, the outline topics again will afford him the surest footing to re-establish the desired data in memory, though, if necessary, reference may be made to the text or assigned reading, (by way of glancing over tables of contents, or quick scanning of paragraph headings).

A special type of the comprehensive review, proposed by Miss Simpson in "Supervised Study in History", is thus described under the title of "The Red Letter Day":

"This is an opportunity for a complete summary through the means of a Socialized Recitation. One may provide for this days or even weeks in advance, and thus give the pupils something pleasurable to anticipate. They readily appreciate the fact that a lesson of this character is an occasion for the contribution of items of special

interest. A spirit of good-natured rivalry is thus developed, with the result that children will do a vast amount of "research" in order to be able to contribute valuable information. There is no more delightful proof that our pupils are acquiring an interest in history than is demonstrated by the contribution of items pertinent to the question under consideration."

("The Red Letter Day" comes at the conclusion of definite sections of the work.)

Reviews of whichever type should not be permitted to consume much time. They should be brief. They should not be mere drill-lessons. Above all, they should be vitalizing and socializing and not deadening in their effects.

#### b. The assignment.

The subject-matter of the text-book serves only as a guide which indicates how information may be obtained. Assignments, then, should seldom be made page by page; but should always be made with reference to the way in which a given paragraph or series of paragraphs, a map, or a picture, will induce purposive thinking in the solution of the problem under consideration. This means that the pupils and teacher must work out in some detail what they want to accomplish before an assignment is made. Pupil-initiative is wonderfully stimulated when pupils and teacher cooperate in finding the points that ought to be brought out in the study of given topics or problems. The teacher, rather than the pupil, should make a careful appraisal of the subject-matter to be assigned.

#### c. The study of the assignment.

Sufficient time should be taken in making the assignment to insure that the pupils understand what is required; how they are to attack the problem; what resources they are to use in securing an answer; and what type of response is expected of them.

### Supplementary Texts and Reference Readings.

(Refer to Johnson's "The Teaching of History", Chapter XIII).

Manifest disadvantages exist in confining a History



and Civics Course to the use of a single text as the only source of information. One of these disadvantages, as has already been stated, is that, in general, the content of a text must be simplified, illuminated, and amplified. Such a statement presupposes that details from other sources than the text-book should be introduced. Various other disadvantages appear, among them the narrow and often-times erroneous impressions and conclusions derived by the pupils when their range of vision is restricted to the one text.

To correct these disadvantages, as far as possible, this Course furnishes extensive Reference Lists and Reading Lists upon topics, movements, and periods. It is hoped that very great profit will be derived from a liberal use of such material. The lists are made very comprehensive, both to provide a wide range of reading for teacher and pupil and also, since choice among many books is thus provided, to make possible the more ready acquisition of the books needed or desired. In the Reference Lists the books marked by the asterisk are those that have the closest bearing upon the work of the given Grade.

### **Literature Readings.**

From point to point in the Course, Literature Reading Lists have been supplied, from which passages should be selected freely to illuminate the material found in the texts.

### **Other Teaching Devices.**

Historical **wall-maps**, **outline-maps**, and **atlases** are valuable supplements to the text-book maps. The classroom exercises should include the construction of maps. The pupil will not learn the full use of a map merely from looking at it; he will master its principal features only by reproducing it. Since, as a matter of fact, historical maps are usually designed to illustrate the movements of a whole period, and are covered with names which have no bearing upon the immediate situation, it is necessary for the teacher to relate work of this kind to the specific problem absorbing the attention of the class at the given moment. Neatness, accuracy, and good taste should be required in the making of maps. (Refer to Johnson's "The Teaching of History", Chapter X).

The advantages of constant reference to a great variety of **geographic influences** in the study of history



are widely recognized; but it is best, in this case, also, to limit the specific treatment of these influences to a few simple conditions which can be readily understood and presented, and to teach them in connection with the events to which they are related. (Refer to Kendall and Stryker's "History in the Elementary School", Chapter XIII).

Historical characters, incidents, and situations lend themselves readily to dramatic presentation. As a classroom device, **dramatization** appeals most strongly, not only to the eye and ear of the child, but also to the motor experiences of which his life is so largely composed. This method should, therefore, be afforded a much larger scope in history teaching than has been customary. In the earlier Grades, simple reproductions of historic scenes and persons should be frequently given; and, in the upper Grades, similar but more highly developed reproductions should be continued, and may even be strengthened and enlivened by the production of dramatic writings composed by the pupils themselves, wherever such can be inspired. (Refer to Wayland's "How to Teach American History", Chapter XIII, and to Kendall and Stryker's "History in the Elementary School", Chapter XI).

**Pictures**, like maps, should be treated as material for systematic study. Collections sufficiently extensive to illustrate many phases of the subject are now easily obtainable. The Mentor Serial and the Perry Pictures are the most representative of such collections. (Mentor Publishing Co., 222 Fourth Avenue, New York City; Perry Picture Co., Malden, Mass.). (Refer to Johnson's "The Teaching of History", Chapter IX).

**Note Books** have great value. They should be used to hold assignments, class exercises, outlines, summaries, maps, and important facts dictated by the teacher. (Refer to Wayland's "How to Teach American History", Chapter XXVII).

### **Standard of Achievement in History Teaching.**

History is a formative influence. The ideal to be sought in history teaching may be summarized as that of awakening "the pupil's original interest in the varied experiences of the past" until it "becomes so strong that it will continue to act as a formative influence in his intellectual growth."

## GENERAL INTRODUCTION TO CIVICS.

### What is Civics?

"Civics, on its cultural side, is the study of that social environment we call the community" (including such types as the home, the school, the church, the shop, the state); "on its practical side, it is a training for efficient community service and particularly in that type of community which we term the state \* \* \* Civics as a school subject includes both a curriculum of studies and a curriculum of activities". (Dr. J. L. Barnard in *Annals Amer. Acad. of Pol. and Soc. Sci.*, 1916).

### Special Significance of Civics.

The extraordinary value of Civics, when treated from the social point of view, as a means of furthering national welfare, has come to be fully recognized only in recent years. It is now found to be an effective instrumentality in securing that all-important objective in a nation's life—the transmutation of existing tendencies and modes of thought among the young into social ideals among them when they become of maturer years. Civics is a force of real national preparedness of equal potency in peace and war. Owing to the complexity of the structure of modern society, however, the principles of the subject cannot be absorbed, but must be taught. Hence, among the other means of promoting "Civic Education", Civics is now accorded its true position of an educational essential, as established on the two general premises laid down by Professor Franklin Bobbitt (*Cleveland Survey*): (1) "it is a human necessity today"; (2) "it is so complex and inaccessible as to require systematic teaching".

### The Aim of Civics Teaching.

The common expression that the basic aim of Civics is the training of the youth in habits of **good citizenship**, simple as it looks, calls for illumination through the medium of an exact definition of that concrete reality, **the good citizen**.

Dr. Barnard supplies such a definition. He says: "A citizen is any one who participates in community action, sharing its privileges and properly subject to a share in its duties and responsibilities". (*Annals*, as above).

A clear definition is also found in the standard report on "The Teaching of Community Civics", U. S. Bureau of Education Bulletin, 1915, No. 23, which reads: "The good citizen may be defined as a person who habitually conducts himself with proper regard for the welfare of the community of which he is a member and who is active and intelligent in his cooperation with his fellow-members to that end."

Specifically, then, (summarizing from the same Report), to accomplish its part in the development of good citizens, Civics teaching should aim to lead the pupil:

(1) To see the importance and significance of the elements of social welfare in their relations to himself and to the communities (city, state, and nation), of which he is a member;

(2) To know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare;

(3) To recognize his civic obligations, present and future, and to respond to them by appropriate action.

Phrased in a different way "The steps in this newer sort of civic training would naturally be: first, to secure a fund of practical information about civic problems; second, to arouse interest in these problems; third, to stimulate such co-operation with community agencies as the maturity and experience of the pupil enable him to offer". (Barnard, as above).

Civics teaching, therefore, should awaken an abiding interest in the notion that the State is "the partnership of the living, the dead, and the yet to be born in all virtue, all science, and all art"; and that citizenship is "the reciprocal obligation of allegiance and protection within this partnership". Effective Civics teaching makes its appeal definitely and constantly to the pupil's partnership in the business of community and nation. This partnership in the United States is democratic, being an agency to achieve "the purposes of all, through all, under the leadership of the wisest and the best".

To quote again from the U. S. Bureau of Education Report above-mentioned: "Training for good citizenship must begin even before the child enters school and must continue through school, and, indeed, through life". Civic education, then, must be a continuous process, and is not to be regarded, except incidentally, as a **preparation** for

**future citizenship.** The pupil is a citizen **now**. He is **already** an active factor in community affairs. This **existent citizenship**, civic education is obligated to secure and guide into righteous channels of thought and conduct.

The office assigned to the teacher, therefore, is two-fold: to awaken in the pupils high ideals, and to stimulate worthy responses. She is to inspire social feeling, social thought, and social action. Indeed, she is given a unique opportunity to be of signal service in making "the world safe for democracy".

### **Plan of the Present Course.**

While the heavy emphasis on abstract principles in Civics teaching is reserved for the upper grades and for high school years in this Course, yet the civic aspects of the child's environment are clearly and strongly revealed from the beginning to the end of his elementary school-life.

The Course combines a "curriculum of studies" and a "curriculum of activities". In the earlier grades, it plans to give the child an understanding of, and to fix in him a proper attitude toward the civic life of his own community—home and family, school, city, state, and nation. In the advanced grades, it organizes the subject-matter into three distinct branches, all, nevertheless, being confluent of the main stream of the development of good citizenship: (1) subject-matter suitable for direct presentation through class exercises, text-books, and other methods of definite instruction; (2) subject-matter bearing upon the formation of habits of civic value; and (3) subject-matter affording opportunity for the organization and pursuit of civic activities. By easy gradations the boy or girl is familiarized with the simpler forms of the elements and agencies of community welfare, both voluntary and governmental, until, in the higher grades, he is given definite insight into the nature of local, state, and national governments and their operation, as the supreme agency of civic welfare. Throughout, is kept in direct view the underlying aim of training the child and youth to recognize personal responsibilities through the application of civic virtues to conduct.

"It is believed that through this process the young citizens may come to understand and appreciate what this great outside world is doing for them and what they may

do in return. What is more, they will discover that those who are doing the worth-while work of the world must embody those very civic virtues that they themselves are being trained to practice". (Dr. J. L. Barnard, in chapter on Civics in Rapeer's "Teaching Elementary School Subjects").

A distinct effort is, therefore, made from the beginning to the end of the Course to translate proper emotional reactions into civic virtues by organization of the material that falls within the domain of Civics and by encouragement of civic activities—though to be complete in effectiveness, these reactions should be highly organized in other subjects of the curriculum, such as English, History, Geography, Music, Drawing, Physical Education, Manual Training, and Domestic Science.

This thought is well epitomized in the following words:

"It would be difficult to overestimate the power of emotion in education. With the impetus of right feeling, the work is carried lightly over any obstacles. Without it the curriculum is dull and dead". (Detroit Course, 1918, in "The Teaching of Patriotism").

The first of these civic virtues to be considered is patriotism. "Intelligent patriotism is a state of mind, a mode of thinking, the result of countless impressions and tendencies. The development of the right kind of patriotism depends upon the whole substance and method of instruction in our schools". (idem.) The Civics teacher bears a large share of the responsibility, however, in leading the pupil to **understand** the principles on which democracy is reared, as well as to guide him in the **practice** of those principles in the spirit of true patriotism.

Many other civic virtues are to be taught in the Course, not so much by precept as by example and practice,—such as obedience, cleanliness, orderliness, courtesy, truthfulness, honesty, thoroughness, initiative, perseverance, and efficiency—an efficiency, however, in which are incorporated the ideals of justice and humanity.

### Method in General.

It is well to recall at this point that, in a Course of Study, **method** is of primary consequence; the outline of subject-matter is only of secondary moment. "What we

must teach is not courses of study but great powers and great ideals", says the Detroit Course in "The Teaching of Patriotism".

The broad conception of Method demanded by this Course is well expressed in the following two sentences from Professor Franklin Bobbitt (Cleveland Survey): "Youth will learn to think, to judge and to do, by thinking, judging and doing. They will acquire a sense of responsibility by bearing responsibility."

The social facts upon which Method in Civics should be based, if we condense and slightly adapt from the authoritative report on "The Teaching of Community Civics" above cited, are the following:

1. The pupil is a young citizen with real present interests at stake. It is the first task of the teacher, therefore, not to create an interest for future use, but to demonstrate existing interests and present citizenship.

2. The pupil as a young citizen is a real factor in community affairs. Therefore, it is an obligation of the teacher to cultivate in the pupil a sense of his responsibility, present as well as future.

3. If a citizen has an interest in civic matters and a sense of his personal responsibility, he will want to act. Therefore, the teacher must help the pupil, through opportunities furnished, to live his civics both in the school and in the community outside.

4. Right action depends not only upon information, interest, and will, but also upon judgment. The teacher shall, therefore, guide the development of the pupil's power to weigh facts and to judge relative values.

5. Every citizen possesses a large amount of unorganized information regarding community affairs. The teacher's duty is to lead the young citizen to organize this information so that it may be of use to him and to his fellows.

6. People are, as a rule, most ready to act upon convictions they, themselves, have helped to form by their own mental processes and that are based upon their own experience and observation.

Hence, the teacher should guide the members of the class:

- a. To contribute facts from their own experience.
- b. To contribute other facts gathered by the class.
- c. To use their own reasoning powers in forming conclusions.
- d. To submit these conclusions to criticism.

7. The class group has the essential characteristics of a community. Therefore, the teacher's part is to cause the class to exemplify in spirit and practice the true ideals of a democratic community.

While, as has been stated above, the heavy emphasis on abstract principles in Civics teaching should be reserved for the upper grades and high school years, yet a very large amount of the concrete knowledge of social activities and agencies is readily acquired by the child in the lower grades, and systematic opportunities for participation in the human activities in which such knowledge is used, in so far as such knowledge is suited to his stages of mental growth, must be afforded him. Thus, the pupil should be taught early to take a keen interest in those activities which concern himself in the school, and in his neighborhood, so that, realizing the full measure of his citizenship, he may be intelligently and conscientiously interested in the larger life of which he is even now a part. Only as the teacher stirs the interest of the pupil; only as she provides proper motives for his response; only as she arouses co-operation and teamwork; only as she guides his judgment with reference to civic situations and methods of dealing with them; only as she inspires civic initiative and furnishes opportunities for the growth of individuality in handling affairs, organizing all on the basis of past experiences,—only by such means does she aid in the development of right-minded and true-souled citizens.

"In the past much civic instruction has been ineffective because it has left the pupil to work out for himself the application of general principles to conduct. The translation of principles into conduct is more difficult than the comprehension of the principles themselves. It is largely a matter of motive, reinforced by judgment and initiative. To cultivate these is the teacher's greatest task". ("The Teaching of Community Civics", U. S. Bureau Bulletin, 1915, No. 23).



### Method in Relation to the Plan of This Course.

"Civics is a subject which is not enslaved to a textbook".

The early training in the fundamental civic virtues should be imparted through the medium of stories, poems, songs, constructive and manipulative work, games, and simple dramatization. Situations that arise in the everyday life of the child, in the classroom or on the playground, should provide the motive, wherever possible. The virtues to be established must be transformed into practice—to achieve which, extensive opportunities for engaging in civic activities are to be afforded the child. The civic virtues lend themselves readily to inculcation through the many suggested forms of civic activity.

In the next stage of the Course—approximately from Grades Three to Seven—the study of the elements and agencies of community welfare progresses from relations of dependence, to those of independence and service. During this stage, "the personal and human side must be kept in the foreground, to the practical exclusion of organization or legal powers". (Barnard). The idealizing, or hero-worshipping, mental and emotional attitude of the boy or girl at this age, should be turned to advantage in fixing habits of civic value. These habits must be allowed full opportunity for growth and expansion through the employment of civic activities. For example, at this point, excursions and trips to museums, industrial plants, etc., furnish the youth with concrete impressions both of the services rendered by various agencies of community welfare, and of the people who render those services, particularly when such trips are followed by reports and discussions in the classroom.

The final stage is a deeper study of the elements of civic welfare, culminating in definite instruction in the mechanism of government—local, state, and national—as the supreme civic agency. At this point the **doing** side of the Civics curriculum should be emphasized more than ever, in order that civic virtues may be firmly grounded in practice. Programs of activities of all kinds that provide direct touch with community life are to be constantly stimulated and encouraged.

It is intended that the "Outline of Work" presented in the Course, grade by grade, shall suggest general material of value from which the teacher must herself organize the details of the work step by step.



### **Method in Particular. Especially for the higher Primary and the upper Elementary Grades.**

The main purpose of the **text-book** in a Civics Course is to guide the pupil in his search for, and observation of, the facts of his own community life, to help him to organize his knowledge and the material for investigation, and to enable him as his interest is aroused to satisfy the vital questions raised by him relative to social conditions. It complements such other means as reports and pamphlets, (by governmental and voluntary officials and bodies), magazine articles, newspaper articles, and first-hand studies into community enterprises.

The **method of approach** to lessons in Civics may be briefly characterized as that of proceeding "from the near to the remote, from the simple to the complex, from the concrete to the abstract, from function to structure, from the small problems to the greater, from local to state and national, from matters of current interest to those of origin and growth". (Barnard).

The **problem method** expounded in the Introduction to the Course in History is even more fully applicable to Civics. The teacher should read that section with great care and apply its recommendations. At various points in this Course illustrative problems are given. No attempt has been made to exhaust the supply—volumes would be needed for such an achievement. The teacher will find a great deal of excellent problem and project material in any one of the more recent texts in Elementary Civics.

The **type-lessons** immediately following illustrate the problem method in detail. They are slightly adapted from the New Jersey Course of Study.

#### **1. Four A Grade Type-lesson.**

**Problem:** "What is the waste in paper in our school for a given month?"

Select a committee of children to collect the waste-baskets of the various rooms of a given school-building, say for two afternoons of each week for a period of three weeks. Have the committee examine the papers found in the waste-baskets, taking notes upon at least two items: (1), the amount of unused space on the papers found; (2), the amount of poor and untidy work found on the paper. Then have the committee figure out the amounts, determine the percentage of paper wasted in a given room over a given time, and score the several rooms on the

basis of their service in saving money for the community through wise economy in the use of paper. The percentage of untidy and soiled paper may also indicate the room's standing. Such a procedure is a practical demonstration in schoolroom coöperation. If used rightly it will conserve money for a community and give the growing children thereof a true attitude toward the proper use of public funds.

2. Six B Grade Type-lesson, (in topical outline form).

Problem: Education as a Community Enterprise.

### I. Public School Education.

#### 1. Value.

a. To the individual children of a community.

1. Gives them the tools of knowledge.
2. Trains them in habits of health.
3. Gives skill in use of hands.
4. Teaches the value of such virtues as truthfulness, politeness, industry, obedience, and reverence.

b. To the life of the community.

1. Creates interest in community welfare.
2. Makes it possible for all people of a community to receive training.
3. Furnishes leaders for the community.

#### 2. Cost.

- a. In time.
- b. In money.

3. Responsibilities of those who have received schooling.

### II. Public schools of our community.

1. How they are supported.
2. How administered.
3. How related to the home.
4. How home and schools can cooperate.
5. How they serve the community.

6. How related to public library.
7. How related to police departments, police courts, juvenile courts and attendance officer.
8. How related to recreational parks.
9. How related to the different occupations of the community.
10. How the growth of the schools is related to the growth of the community.
11. What the community thinks of its schools.
12. How the community shows its attitude toward the work of the schools.
13. How school children may help in having good schools.
  - a. By taking care of the buildings and grounds.
  - b. By taking care of equipment and supplies.
  - c. By talking about the good features of school life.
  - d. By making good use of their time in and out of school.

For further illustrations of type-lessons, refer in this Course to the Six A Grade Course Type-lesson on "The Greeks as Citizens"; the Six B Grade Course Type-lesson on "Civic Virtues"; the development of such topics as "Thrift", in the Seven A Grade; "A preliminary survey of national government", in the Seven B Grade; and of "Liberty", in the Eight B Grade.

### **Concrete Suggestions Relating to Civic Activities.**

The school itself should be a perpetual object-lesson in real community life, furnishing many and varied opportunities for right actions of civic value.

**Opening exercises** should be extensively utilized to impress lessons in Civics. Programs may well be built around school or community problems and situations. In the upper grades committees of pupils appointed to arrange for such exercises are a means of motivating the work.

The **garden project** will form a center of industry and coöperation for the whole school and neighborhood. Home and school gardens will encourage thrift. Industry is a phase of man's intellectual conquest of Nature.

**Improvement clubs and other civic societies** may be organized in each class, and an **improvement club** for the school may be composed of the chairmen, or the chairmen and secretaries of the class clubs. These give the youth a concrete idea of voluntary civic associations and their usefulness. It is a matter of far-reaching significance, from the point of view of good citizenship, for the youth to learn at first-hand that voluntary associations, unions, and like organizations are some of the chief means by which our citizens work for the achievement of civic purposes.

All pupils should procure membership in the **public library**, and secure and read good books.

The **method of dramatization** is easily and naturally adapted to the teaching of this subject.

In the same way as in dramatization, **class discussions and informal and formal debates** on vital political, social, and economic problems call forth a ready response from upper grade pupils. They enliven the work, and give good training in oral expression. These forms of civic activity may be conducted before the class, before the school, and before the patrons of the school. In the preparation of such work, the pupils should be trained in stating the problems or propositions in clear form, in organizing topical outlines and simple briefs, in collecting and segregating collateral material, and in establishing reference lists for the subjects under consideration. Good judgment must be exercised in the selection of the questions for debate. Specific instruction should be afforded in the courtesies of the platform. (Refer to Kendall and Stryker, Chapter XII).

**Programs for national and state holidays**, especially those of patriotic import, are exceedingly effective in civic education. (Refer to Kendall and Stryker, Chapter XV).

**Collections of material** bearing upon Civics obtained by the pupils themselves and placed in scrapbooks, or on exhibition—such as newspaper and magazine articles, pamphlets, reports, photographs, pictures. etc.—are of decided value.

**Opportunities for the cultivation of proper social and civic habits** through the many means for group activity, such as shop work, domestic science, physical education, athletics, and school gardening yield abundant returns from the point of view of civic training. Frequent trips and excursions by the class, or other groups, to see the agencies being studied, followed by reports and discussions, are of peculiar importance. The "larger part of a civics laboratory lies outside the schoolroom, and obviously the pupils can use this material only where it is to be found". (Barnard).

**Pupil participation in school control**, within such limitations as the age of the youth and the school organization make necessary, has great educational value, and should be encouraged to the end of cultivating in the young citizens a knowledge of and practice in self-government under the actual conditions of their present life. Such a plan has proceeded beyond the experimental stage in such a city, for example, as Indianapolis, as may be judged from the following extract quoted from U. S. Bureau of Education Bulletin 1915, No. 17, entitled "Civic Education in Elementary Schools as Illustrated in Indianapolis" (Arthur W. Dunn), page 31.

"Pupil participation in school management is a very real thing in Indianapolis, and in some schools is carried to a high degree of effectiveness. It consists in a realization of the theory that the school is a real community with characteristics of its own, although possessing certain fundamental characteristics in common with all communities. Of this community, pupils and teachers are members with certain common interest. Coöperation is the keynote of the community life. The realization of this coöperation is seen in the classrooms, in study halls, in the assembly rooms, in the corridors, on the playground. It manifests itself in the method of preparing and conducting recitations; in the care of school property; in protecting the rights of younger children; in maintaining the sanitary conditions of the building and ground; in the elimination of cases of "discipline" and of irregularity of attendance; in the preparation and conduct of opening exercises; school entertainments; and graduating exercises; in beautifying school grounds; in the making of repairs and equipment for "our school"; in fact, in every aspect of the school life."

### **Test of Success in Civics Teaching.**

The test suggested by Arthur W. Dunn, the noted authority on Civics, as a fair measurement of the achievement of results in a Civics Course, is a determination as to whether or not the young citizen's interest has been aroused in community affairs, with corresponding motives for participation in them; together with a fair degree of cultivation of civic initiative and civic judgment.

To this statement of desirable results Dr. J. L. Barnard adds: "However, it must be remembered that the gains from such a course cannot be measured with a yardstick or weighed with a pair of scales. They must be evaluated gradually, as they shall appear in the civic life of the young people who grow up under its influence." (Chapter on Civics in "Teaching Elementary School Subjects", Rapeer and Others.)

## **INTRODUCTION TO ETHICS.**

While a well-planned Course in Ethics ("Morals and Manners") was submitted by Committees appointed for the purpose (See Preface)—to whom our grateful thanks are again tendered for the admirable performance of their appointed task—yet it has been deemed wise, on mature reflection, to incorporate the content of Ethics in the Course of History and Civics, rather than to present it as a separate entity.

By reference to the Civics Course in particular, and examination of the peculiar stress laid upon the inculcation of principles of civic morality—which have **individual** application at all points—it will be manifest that Ethics is an integral element and a vitally significant feature of the Course.

## **INTRODUCTION TO CURRENT EVENTS.**

The conception of History and Civics herein set forth as different aspects of the same social study calls for the introduction from the Six A Grade forward of the material now generally denominated Current Events—for Current Events is history in the making. The time for the presentation of such studies and exercises is to be definitely apportioned from the periods devoted to History and Civics.

It is "just as important", (as Miss Simpson says in "Supervised Study in History"), "to teach present-day events \* \* \* as it is to teach the events of the past. It is through the study of the events of the present \* \* \* that the past may be made real to the pupils". Systematic instruction leading to a definite knowledge of the great public questions of the day is needed in order to provide a basis for intelligent citizenship.

A method suggested by Miss Simpson in "Supervised Study in History" for creating an interest in Current Events is the following, in summary:

Let the teacher at the beginning of the semester use the time for Current Events in giving the pupils instruction in methods of studying significant affairs of the day.

First, determine how many read the papers; what papers or magazines they read, and the kinds of articles they select. Follow this by giving a series of lessons upon "The newspaper and what it contains", including general suggestions upon "How to read a newspaper" with respect to evaluating the items of news, "The kinds of newspapers", and "Editorials". As the next step, make a similar study of the magazine. These preliminaries concluded, give instruction in collecting Current Events material for note-book use. Current Events clippings furnish the very best illustrative subject-matter for both History and Civics.

This Course requires that time be given to reports and discussions upon the topics dealing with present-day conditions. Such periodicals as "Current Events" and "The World's Chronicle" should be in the hands of the pupils. In studying the articles of such publications the pupils should be carefully guided to select the items of greatest value. Topics may be classified, as, for example, those of local interest, those of national import, and those of foreign or international consequence. Sources of information should always be given. Opportunities for the class to render judgment upon the relative importance of topics chosen by individual members of the class afford excellent training in the development of the power to discriminate wisely in the selection of material. The consensus of opinion of the class will be a good index to the topics of keenest interest. This work requires "careful research, definite knowledge and unbiased judgment". Initiative and independence of mind are its direct outgrowth. The

discussions must not be allowed, however, to degenerate into the voicing of "biased personal opinions, often based upon inadequate information or wrong viewpoint".

It is very difficult to present type-lessons in Current Events for the reason that the material is fugitive and evanescent by its very nature. The following may serve as an example—not fully developed, however—(adapted from Miss Simpson).

### **Type-Lesson.**

Seven B Grade, (in close correlation with History).  
Topic: Aid from France.

1. The services rendered by Lafayette and Rochambeau to America in the Revolutionary War. Franklin in France. Financial aid.

2. Our repayment to France. The neutrality of the United States at the beginning of the World-War. Aid given Belgium; work of the Commission for the Relief of Belgium. The United States joins France and the Allies. Our army in France. Gratitude of the French Nation—how displayed.

Such a lesson demonstrates how much Current Events may aid the pupil in studying History, and vice versa; and the same might be exemplified for Civics.

### **Conclusion.**

The teacher of History and Civics, more perhaps than any other, may approach the educational ideal by daily appreciating and applying in her teaching the truth that "Education is not merely a preparation for life; it is life". She has the most direct opportunity of all to promote right living and general welfare, to inculcate principles of social justice, and to foster the highest ideals of present and future citizenship.

### **A Selected Professional Bibliography.**

Bagley: The Determination of Minimum Essentials in Elementary Geography and History, 14th Year Book, National Society for Study of Education, (University of Chicago Press).

Barnard: The Teaching of Civics in Elementary and Secondary Schools, (Proceedings N. E. A., 1913).



- Barnard; Training in the Schools for Civic Efficiency, (article in "New Possibilities in Education", *Annals Amer. Acad. Pol. and Soc. Sci.*, 1916).
- Bliss: History in the Elementary Schools, (American Book Co.).
- Bobbitt: What the Schools Teach and Might Teach, (Cleveland Education Survey).
- Bourne: Teaching of History and Civics, (Longmans).
- Cabot and Others: A Course in Citizenship, (Houghton Mifflin Co.).
- Charters: Teaching the Common Branches, Chapters X and XI, (Houghton Mifflin Co.).
- Committee of Eight: The Study of History in the Elementary Schools, (Charles Scribner's Sons).
- Dresslar: School Hygiene, (The Macmillan Co.).
- Dunn: The Trend of Civic Education, (Report U. S. Com. of Educ., 1914, Vol. I, Chap. XVIII).
- Dunn: Chapter on Civics in the "San Francisco School Survey".
- Dynes: Socializing the Child, (Silver, Burdett and Co.).
- Finlay-Johnson: the Dramatic Method of Teaching, (Ginn and Co.).
- Freeman: The Psychology of the Common Branches, Chapter VII, (Houghton Mifflin Co.).
- Hartwell: The Teaching of History, (Houghton Mifflin Co.).
- Hill: The Teaching of Civics, (Houghton Mifflin Co.).
- Horn: Possible Defects in the Present Content of American History as Taught in the Schools, 16th Year Book, (University of Chicago Press).
- Johnson: The Teaching of History, (The Macmillan Co.).
- Kemp: An Outline of History for the Grades, (Ginn and Co.).
- Kendall and Mirick: How to Teach the Fundamental Subjects, Chapter IV, (Houghton Mifflin Co.).
- Kendall and Stryker: History in the Elementary Schools, (Houghton Mifflin Co.).
- King: Education for Social Efficiency, (Appleton).
- King: The Social Aspects of Education, (Appleton).

La Rue: The Science and the Art of Teaching, (American Book Co.).

Larned: The Literature of American History, (Houghton Mifflin Co.).

Mace: Method in History, new edition, (Rand, McNally and Co.).

McMurry, C. A.: Special Method in History, (The Macmillan Co.).

Peters: Human Conduct, especially Chapters XVII to XXVI, inclusive, (The Macmillan Co.).

Rapeer and Others: Teaching Elementary School Subjects, Chapters XX and XXI, (Charles Scribner's Sons).

Rice and Others: The Course of Study in History for the Common School, (University of Chicago Press).

Simpson: Supervised Study in History, (The Macmillan Co.).

Strayer: A Brief Course in the Teaching Process, (The Macmillan Co.).

Talkington: How to Study and Teach History in the Grades, (Public School Publishing Co.).

U. S. Bureau of Education, Bulletins 1915, No. 17, and No. 23.

Wayland: How to Teach American History, (The Macmillan Co.).

Wilson and Wilson: Motivation of School Work, Chapter VII, (Houghton Mifflin Co.).

The Historical Outlook, (Magazine), (McKinley Publishing Co., Phila.).

### **Specific Reference Books on Teaching How to Study**

Dearborn: How to Use Your Mind, (Little, Brown & Co.).

Earhart: Teaching Children to Study, (Houghton Mifflin Co.).

Earhart: Types of Teaching, Chapter XIV, (Houghton Mifflin Co.).

Hall-Quest: Supervised Study, (The Macmillan Co.).

Kitson: How to Learn Easily, (Lippincott).

McMurry, F. M.: How to Study and Teaching How to Study, (Houghton Mifflin Co.).

Strayer and Norsworthy: How to Teach, Chapter XIV, (The Macmillan Co.).

Whipple: How to Study Effectively, (School and Home, Bloomington, Ill.).

Wilson: Training Pupils to Study, (Warwick and York).

### **Ethics**

Cabot: Ethics for Children, (Houghton Mifflin Co.).

California Blue Bulletin, Supplement, September 1916:  
"Suggestions for the Teaching of Good Manners in the Elementary Schools", (State Board of Education).

Palmer: Ethical and Moral Instruction in Schools, (Houghton Mifflin Co.).

Rugh: Moral Training in the Public Schools, (Ginn and Co.).

Sisson: The Essentials of Character, (The Macmillan Co.).

Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

## **HISTORY AND CIVICS.**

### **Introduction to Grade I.**

The following excellent presentation of the aims and purposes in the History and Civics work of this Grade is taken from Dynes' "Socializing the Child", Chapter IV, page 74, (Silver, Burdett and Co.).

A. To make clear to the child that the community helps him in many ways now, and that he can help.

1. In the family.
2. On the playground.
3. In the class room.
4. On the street.

B. To give the child an opportunity to feel the coöperation and reciprocal service in the social and industrial world to which he belongs. Without such coöperation he could not have

1. Pure water.
2. Beautiful parks.
3. Suitable playgrounds.
4. Clean streets, etc.

C. To make the best possible use of the children's expectant attitude toward the school, and the delight they take in helping when they first enter school.

1. It is a new era in their lives.
2. They have become a part of a new institution.
3. They are eager to coöperate, but need
  - a. A definite, concrete task to perform.
  - b. Skillful guidance.
  - c. Inspiration to insure perseverance.
  - d. Acknowledgment of their contribution.

D. To secure a genuine appreciation of

1. Policeman.
2. Fireman.
3. Street sweeper.
4. Health officer.
5. School janitor.
6. Mail carrier.

Teachers will find help and inspiration in the careful study of this valuable guide, (Dynes' "Socializing the Child"), to the teaching of history in the primary grades.

The work in History and Civics is outlined month by month, thus affording the teacher an opportunity to plan her lessons so as to arouse and hold the interest of the pupils, while giving them an understanding of local conditions and institutions, and the part they should take, as junior citizens, in supporting and coöperating with authority for the betterment of the community.

Earnest efforts should be made to have all children express themselves freely about these familiar topics. By this free expression only can the teacher have an idea of what is in the mind of the child, and thus be enabled to correct wrong impressions that may have been formed, and to lead him to express himself clearly and correctly.

### **Constructive and Manipulative Work.**

The purpose of the Course in constructive and manipulative work is to provide for all children of the First and Second Grades manipulative activities which bear a close relation to other interests and other lines of work of the child's school, home, and play life.

The course is flexible. There should be sufficient diversity to insure interest, and sufficient continuity to insure progress and increasing technical skill.

Definite periods on the weekly program should be given for instruction in this work. This instruction should be so planned that it will enable the child to carry on the work without continuous supervision, and will furnish interesting and profitable employment during the periods not given to recitation.

### **HOLIDAYS, HOME AND COMMUNITY PLEASURES, AND SEASONAL GAMES.**

The holidays should be presented as they occur throughout the term, the treatment being simple and entirely from the viewpoint of the child. Stories of the characters incidental to the day should be told by the teacher, emphasis being placed upon their human interests and their service to mankind. Not more than two or three recitation periods should be devoted to any one subject.

In like manner, home and community pleasures and seasonal games should be taken up throughout the term, thus giving an opportunity for the teaching of the **basic civic virtues**, such as kindness, courtesy, fair play, etc.

#### **Holidays.**

January—New Year's Day.

February—Valentine Day.

Lincoln's Birthday.

Washington's Birthday.

March or April—Easter.

May—May Day.

Memorial Day.

June—Flag Day.

Independence Day (in preparation for Fourth of July).

September—Admission Day.

Labor Day.

October—Columbus Day.

November—Peace Day.

Thanksgiving Day.

December—Christmas Day.

### Constructive and Manipulative Work.

January—New Year decorations—paper chains, lanterns.

February—Valentines, envelopes.

Booklet of illustrations—postman, mail box, mail car scenes.

Flags, patriotic emblems, soldier hats.

Booklet of illustrations—Washington, Lincoln; scenes in life of Washington; scenes in life of Lincoln.

Sand table—log cabin, soldier camps.

March—Easter flowers, eggs, rabbits, chicks, blossoming trees.

April—Sand table—trees in blossom.

May—May baskets, flowers, blossoming trees; May Day chains, paper dolls, for May Day scene.

Sand table—May pole dance.

June—Flags, patriotic emblems.

July—

September—Flags, patriotic emblems.

October—Flags, patriotic emblems.

Booklet of illustrations—events in life of Columbus.

Halloween trinkets.

Sand table—log cabin, soldier camps.

November—Thanksgiving fruits, vegetables, boxes and baskets.

Booklet of illustrations—scenes associated with first Thanksgiving Day, harvest pictures.

December—Christmas tree ornaments, boxes, baskets, decorations, stockings, Christmas gifts.

Sand table—Christmas tree.

### References on Holidays.

Dynes: *Socializing the Child*, Chapter VIII, page 253, (Silver, Burdett and Co.).

Our Holidays, (The Century Co.).

Poullson: *In the Child's World*, pages 90-97, 116-39, 191-97, (Milton Bradley Co.).

Wickes: *A Child's Book of Holiday Plays*.

Kendall and Stryker: *History in the Elementary School*, pages 122-30, (Houghton Mifflin Co.).

Bailey and Lewis: *For the Children's Hour*, pages 219-84, (Milton Bradley Co.).

## HISTORY AND CIVICS.

### GRADE I A.

Time allotment: Ten to twelve minutes daily.

#### First Month—Guide Topic: Home Life.

##### Outline of work.

1. A study of:
  - a. The family: father, mother, children.
  - b. Other families: the mother hen and her chicks, the cat and her kittens, etc.
2. **Civic Virtues** to be dwelt upon that they may be established as habits: politeness, kindness and courtesy to all, and respect for elders, leading to respect for aged in cars, crowds, etc.
3. **Constructive and manipulative work.**  
 Paper dolls, pets, (animals, birds).  
 Booklet of illustrations—scenes from home life; paper dolls; animals, birds.  
 Sand table: scenes from home life; barn yard scene.

#### Second Month—Guide Topic: The Community.

1. A study of the school: principal; teachers; pupils; janitors.
2. **Civic Virtues:** relation of teachers and children, conformity to rules, obedience, respect for teachers, courtesy toward schoolmates, punctuality.
3. **Constructive and manipulative work.**  
 Paper dolls—pupils of the school.  
 School room equipment—clock, chair, window, etc.  
 School-grounds equipment—swing, see-saw, bench, fence.  
 School garden—trees, flowers.  
 Booklet of illustrations—school house and school-grounds, furniture, articles of equipment.  
 Sand table—school room or school-grounds.

#### Third Month—Guide Topic: The Home.

1. A study of domestic animals and pets: cat, dog, cow, horse, hen and chickens, canary—their general characteristics, habits, care.

2. **Civic Virtues:** gentleness and kindness, particularly toward animals; consideration for them; their use to man; stories of animals; story of Red Cross dogs.
3. **Constructive and manipulative work.**  
 Pets, (birds, animals), chicken coop, dog kennel, barn, drinking trough.  
 Booklet of illustrations—birds, animals, farm yard scenes.  
 Sand table—barn yard scene.

#### **Fourth Month—Guide Topic: The Home.**

1. A study of
  - a. Food: various kinds, where and how obtained, necessity of avoiding waste.
  - b. Home gardens: opportunity and importance.
2. **Civic Virtues:** industry, faithfulness, thrift, economy, generosity.
3. **Constructive and manipulative work.**  
 Fruits, vegetables, dishes, kitchen utensils, garden tools, boxes, baskets.  
 Booklet of illustrations—fruits, vegetables, grain fields, farm scenes, home garden scenes.  
 Sand table—farm scene, or home garden scene.

#### **Fifth Month—Guide Topic: The Community.**

1. A further study of food.
  - a. Services of the farmer, the butcher, the grocer, the baker, the milkman.
  - b. Preservation—drying, salting, refrigeration, and the use of sugar and vinegar.
2. **Civic Virtues:** industry, faithfulness, honesty, punctuality.
3. **Constructive and manipulative work.**  
 Utensils used by grocer, butcher, baker, dairyman.  
 Receptacles—boxes, baskets.  
 Booklet of illustrations—dairying, fruit drying, the bakery, the grocery.  
 Sand table—dairy scene, fruit drying scene.

#### **REFERENCES FOR THE TEACHER.**

See the List at the end of the Grade One B Course.



## HISTORY AND CIVICS.

### GRADE I B.

Time allotment: Ten to twelve minutes daily.

#### **Introduction.**

(Read and apply the Introduction to the One A Grade Course.)

#### **Outline of Work.**

##### **First Month—Guide Topic: The Home.**

1. A study of shelter: the house, the abiding place of the family; parts of the house—rooms, porches, basement, etc., location and surroundings; convenience to schools, to shops, to markets.
2. Civic Virtues to be dwelt upon that they may be established as habits: order, neatness, cleanliness, helpfulness, cheerfulness.
3. Constructive and manipulative work.  
Articles of furniture for doll houses—rugs, dishes, household equipment.  
Booklet of illustrations—scenes of household activities.  
Sand table—home and garden.

##### **Second Month—Guide Topic: The Home.**

1. A study of
  - a. The house: furnishings and equipment, articles of furniture, and care of rooms and furnishings.
  - b. Home and school gardens: uses, preparation of ground, planting and caring for crops, etc., lessons learned from park gardener.
2. Civic Virtues: industry, thoroughness, promptness, energy.
3. Constructive and manipulative work.  
Continuation of work of first month.  
Sand table—garden or field.

##### **Third Month—Guide Topic: The Home.**

1. A study of clothing for the family: cotton, wool, linen, silk, fur—where and how they are obtained.

2. **Civic Virtues:** patience, perseverance, self-respect, gratitude, neatness; care of clothing at home and at school.
3. **Constructive and manipulative work.**  
 Cotton, wool, silk, linen, leather, collected and arranged.  
 Articles of furniture for doll house, continued.  
 Rug for doll house—wool, silk or cotton strips.  
 Booklet of illustrations—the cotton plant, cotton boll, cotton picking scene; flax plants; processes of manufacturing wool, silk, cotton, linen, leather.  
 Sand table—cotton field or sheep grazing scene.

#### **Fourth Month—Guide Topic: The Local Community.**

1. A study of the neighborhood: streets, homes, public buildings, parks, playgrounds; services of street cleaner, garbage man, park gardener.
2. **Civic Virtues:** coöperation, order, thoughtfulness, cleanliness, duty.
3. **Constructive and manipulative work.**  
 Articles of playground equipment.  
 Articles of furniture for doll house, continued.  
 Booklet of illustrations—public buildings, parks, playgrounds.  
 Sand table—miniature park, garden or playground.

#### **Fifth Month—Guide Topic: The Local Community.**

1. A study of protection: policemen and firemen—duties: uniforms, neighborhood police officer and neighboring engine house; advantages of fire and police protection; why we have fire drills in school.
2. **Civic Virtues:** obedience to parents, teachers, rules of school and laws of community; decision; loyalty; helpfulness—helping by doing right ourselves, by telling others of our laws, by reporting wrongdoing, by care in the use of matches, in lighting fires, and in not leaving inflammable refuse about.

### 3. Constructive and manipulative work.

Articles of furniture for doll house, continued.

Booklet of illustrations—apparatus, vehicles of fire department.

Sand table—engine house.

### GENERAL REFERENCES FOR THE TEACHER.

Poullson: In the Child's World, (Milton Bradley Co.).

Bailey and Lewis: For the Children's Hour, (Milton Bradley Co.).

Shillig: The Four Wonders, (Rand, McNally and Co.).

Hill: Lessons for Junior Citizens, (Ginn and Co.).

Jewett: Town and City, (Ginn and Co.).

Richman and Wallach: Good Citizenship, (American Book Co.).

Thayer: Ethics of Success, Book One, (Silver, Burdett and Co.).

Palmer: Play Life in the First Eight Years, (Ginn and Co.).

Cabot: Ethics for Children, (Houghton Mifflin Co.).

Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

California Blue Bulletin, Supplement, September 1916: Suggestions for the Teaching of Good Manners, etc., (State Board of Education).

### REFERENCES FOR CONSTRUCTIVE AND MANIPULATIVE WORK.

Dopp: The Place of Industries in Elementary Education, (University of Chicago Press).

Dobbs: Primary Handwork, (The Macmillan Co.).

Dobbs: Illustrative Handwork, (The Macmillan Co.).

Gesell: The Child and Primary Education, (Ginn and Co.).

Dynes: Socializing the Child, (Silver, Burdett and Co.).

Seegmiller: Primary Handwork, (Atkinson, Mentzner, Grover).

## HISTORY AND CIVICS.

### GRADE II A.

Time allotment: Twelve minutes daily.

**Introduction**—For the aims and purposes in the history work of this Grade, see the Introduction to Grade One A.

#### Outline of Work.

##### First Month—Guide Topic: The Home.

1. A study of food: kinds, sources, preparation, gathering, storing and preserving, transportation; work of the Red Cross.
2. **Civic Virtues** to be dwelt upon that they may be established as habits: helpfulness, industry, economy, politeness in the home, manners at table; conservation of food.
3. **Constructive and manipulative work.**  
 Fruits, vegetables, articles and receptacles used in the preparation of food.  
 Booklet of illustrations—the growing, the gathering, the preserving, the storing of foods.  
 Red Cross activities—knitting or weaving, squares for robes, small wash cloths.  
 Sand table—orchard scene, gathering or storing of foods.

##### Second Month—Guide Topic: The Immediate Environment.

1. A study of the
  - a. Sun: what it does; how it helps; summer, autumn, winter.
  - b. Winds: direction; what they bring; how they help.
  - c. Water: forms—rain, snow, ice, vapor; uses; the water supply in homes and schools.
2. **Civic Virtues:** honesty and duty, care of property—public, private; training of powers of observation and appreciation of nature.
3. **Constructive and manipulative work.**  
 Wind mills, weather vane.

Weaving, continued—Red Cross articles, rugs, bags, baskets.

Booklet of illustrations—windmills, waterfalls, wind-blown forests, seasonal pictures.

Sand table—the seasons—spring, summer, autumn or winter scenes.

### **Third Month—Guide Topic: The Home.**

1. A study of
  - a. Shelter: houses—kinds; materials used.
  - b. The workers: carpenter, mason, bricklayer, plumber, painter, paper hanger, electrician, etc.
2. **Civic Virtues:** honesty, industry, thoroughness, faithfulness.
3. **Constructive and manipulative work.**  
 Tools and materials used by the carpenter, the mason, the bricklayer, the painter, etc.  
 Weaving, continued.  
 Booklet of illustrations—house building activities; tools and materials.  
 Sand table—forestry scene or home-making scene.

### **Fourth Month—Guide Topic: The Home.**

1. A study of clothing: materials—cotton, wool, linen, silk, leather; sources, industries, making and care of clothes, shoes and hats.
2. **Civic Virtues:** patience, perseverance, helpfulness, reliability.
3. **Constructive and manipulative work.**  
 See suggestions for Grade One B—Third Month; continuation of this work.  
 Weaving, continued.

### **Fifth Month—Guide Topic: The Local Community.**

1. A study of
  - a. How we travel; motorman, conductor, engineer—their duties; dress; how we can help them.
  - b. Dangers to be avoided; means of travel in city and country compared; stable; garage.
2. **Civic Virtues:** conduct on street and cars; courtesy to aged and infirm; care in avoiding accidents.

### 3. **Constructive and manipulative work.**

Conveyances—cars, boats; car-barn; boat-house.

Booklet of illustrations—modes of travel, conveyances—boats, ships, cars.

Weaving, continued.

Sand table—modes of travel.

### REFERENCES FOR THE TEACHER.

See the List at the end of the Two B Grade Course.

## HISTORY AND CIVICS.

### GRADE II B.

Time allotment—Twelve minutes daily.

#### Introduction.

Read and apply the Introduction to Grade One A.

#### Outline of Work.

##### First Month—Guide Topic: The Local Community.

1. A study of our city government: police and fire protection; water supply; lighting.
2. **Civic Virtues** to be dwelt upon that they may be established as habits: honesty, obedience to law, respect for authority, care of lawns, sidewalks, and streets.
3. **Constructive and manipulative work.**  
Booklet of illustrations—modes of lighting; fire-fighting apparatus of city.  
Sand table scene—city lights; windmills, etc.

##### Second Month—Guide Topic: The Local Community.

1. A study of
  - a. The Health Department: why we need it; what the department does for us; how we can be healthy and help others to be; how our schools help.
  - b. Recreation: parks and playgrounds.
2. **Civic Virtues:** cleanliness, order, thoroughness; care of homes; care of garbage; protection against flies.
3. **Constructive and manipulative work.**  
Garden tools, trees, bushes, flowers.  
Booklet of illustrations—parks and gardens.  
Sand table scene—parks or play-grounds.

### **Third Month—Guide Topic: The Local Community.**

1. A study of education: School Department; needs for education. How we learn: home, school, libraries, newspapers, museums, theatres, concerts, etc., parks, gardens, churches.
2. **Civic Virtues:** perseverance, determination, honesty, reliability, reverence.
3. **Constructive and manipulative work.**  
Booklet of illustrations—public buildings, libraries, museums, school buildings, churches.  
Sand table scene—school and school-yard.

### **Fourth Month—Guide Topic: Robinson Crusoe.**

1. A study of his boyhood, voyage, discovering, locating, exploring, home building, providing food, hunting, fishing, searching for fruits and grains; industries, planting, pottery making, providing clothing.
2. **Civic Virtues:** determination, perseverance, patience, independence.
3. **Constructive and manipulative work.**  
Tools, implements, utensils.  
Boats, canoes, ships.  
Tent, ladder, fence.  
Sand table—scenes from the experiences of Robinson Crusoe.

### **Fifth Month—Guide Topic: Robinson Crusoe.**

1. A study of his home life, companionship, the rescue, government, the return home.
2. **Civic Virtues:** cheerfulness, self-reliance, courage, hopefulness, industry.
3. **Constructive and manipulative work.**  
Continuation of work of the Fourth Month.

### **REFERENCES FOR THE TEACHER.**

- Bailey and Lewis: For the Children's Hour, (Milton Bradley Co.).
- Poullson: In the Child's World, (Milton Bradley Co.).
- Hill: Lessons for Junior Citizens, pages XI-XX, 1-10, 24-69, 83-95, (Ginn and Co.).

- Richman and Wallach: Good Citizenship, (American Book Co.).
- Yerkes and Lefferts: Our City, A City Reader, (Hinds, Noble and Eldridge).
- Jewett: Town and City, (Ginn and Co.).
- Shillig: The Four Wonders, (Rand, McNally and Co.).
- Nida: A Child's Robinson Crusoe, (Beckley, Cardy Co.).
- Defoe: Robinson Crusoe, complete edition, (Everyman's Library).
- McMurry and Husted: Robinson Crusoe, teachers' edition, (Public School Publishing Co.).
- Chamberlain: How We are Fed, (The Macmillan Co.).
- Thayer: Ethics of Success, Book One, (Silver, Burdett and Co.).
- Palmer: Play Life in the First Eight Years, (Ginn and Co.).
- Cabot: Ethics for Children, (Houghton Mifflin Co.).
- Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).
- California Blue Bulletin, Supplement, September 1916: (State Board of Education).

## HISTORY.

### GRADE III A.

Time allotment—Seventy-five minutes per week for History and Civics.

**Guide Topic: Primitive Life.**

## INTRODUCTION.

The subject-matter calls for the clear presentation of such broad topics as food, shelter, clothing, and the industrial and social progress of man as he gradually gained control over his environment. It is not necessary for the teacher to lay any special stress on sequence of time, or chronological development. The main consideration for the teacher is that the pupil shall acquire an historical appreciation, not merely a set of memorized facts.

The oral presentation of the subject-matter in story-



form, as the essential method of instruction to be pursued, continues from the previous grades. More extensive readings by the teacher to the class, and by the pupils independently, should now be introduced. Larger freedom in presenting simple plays and other dramatic forms, and in using pictures, should also be exercised. Sand and clay modeling, "chalk-talks", and drawing on blackboard and on paper—occasionally reproducing or imitating phases of primitive life—are effective means of arousing interest. Maps, in close connection with Geography, have a more definite value in this Grade than heretofore in the Course.

Holbrook's "Cave, Mound, and Lake Dwellers," (D. C. Heath and Co.), gives a good idea of the scope of the Course.

### **Outline of Work.**

#### **First, Second, and Third Months: The Cave Men.**

Evidence of existence. Appearance, customs, and habits. Conditions of life, especially as related to food, shelter, and clothing. The Old Stone Age and the New Stone Age. How the Cave Men learned: to produce fire; to build a home; to fashion new tools, utensils, and ornaments; to trap animals; to make the bow and arrow; to dress skins; to weave cloth; to domesticate animals; to coöperate, choose a leader, and to make and obey rules or laws. (Holbrook, Chapters I-IV, and such parts of Chapters VI-XXIII as are pertinent).

#### **Fourth Month: The Lake Dwellers.**

Evidence of existence. Appearance, customs, and habits. Conditions of life, especially as related to food, shelter, and clothing. Cities on stilts; lake cities on land. How the Lake Dwellers learned: to make and use canoes, fishing nets and lines; to use clay and bronze; to govern in city-communities. (Holbrook, Chapter IV, and such parts of Chapters VI-XXIII as are pertinent).

#### **Fifth Month: The Mound Builders.**

Evidence of existence. Appearance, customs, and habits. Conditions of life, especially as related to food, shelter, and clothing. How the Mound Builders learned: to build homes; to make implements of bone, wood, and

stone; to build boats; to tame animals; and to live in communities. (Holbrook, Chapter V, and such parts of Chapters VI-XXII as are pertinent).

#### REFERENCE LIST, primarily for the Teacher.

- Dopp: The Place of Industries in Elementary Education, (University of Chicago Press).  
 Holbrook: Cave, Mound, and Lake Dwellers, (D. C. Heath and Co.).  
 Dopp: The Early Cave Men, (Rand, McNally and Co.).  
 Dopp: The Later Cave Men, (Rand, McNally and Co.).  
 Bulletins No. 35, 41, 50 and 51, Bureau American Ethnology, Washington, D. C.  
 Osborn: Men of the Old Stone Age, (Charles Scribner's Sons).  
 Clodd: The Story of Primitive Man, (Appleton).  
 Keary: The Dawn of History, (Charles Scribner's Sons).  
 Mason: Origin of Invention, (Charles Scribner's Sons).  
 Dynes: Socializing the Child, Chapters V and VIII, (Silver, Burdett and Co.).  
 Wiley and Edick: Lodrix, the Little Lake Dweller, (Appleton).  
 McIntyre: The Cave Boy, (Appleton).  
 Perkins: The Cave Twins, (Houghton Mifflin Co.).  
 Waterloo: Story of Ab, (Doubleday, Page & Co.).  
 Kipling: Jungle Books, (Edited for children by Burt and Chapin, Houghton Mifflin Co.).

### CIVICS.

#### GRADE III A.

Time allotment: Seventy-five minutes per week for Civics and History.

**Guide Topic: Community Life—The Home and the School.**

#### Introduction.

"A genuine study of community life must take up the familiar environment at the door of the schoolroom. The laboratory for [such] lessons is in the home environment and the industrial environment of the pupil," (Judd).

The time devoted to Civics is not to be seized upon as furnishing opportunities for mere moralizing about correct principles, manners, and habits, but must primarily be regarded as providing situations for careful training in moral precept and practice to be made cumulative from stage to stage in the growth of the child. Right actions are the outcome of practice and not of theory.

Teachers of this Grade have an unexampled opportunity to demonstrate that History, Civics, and Geography are in reality but different phases of the "large social subjects which show how man lives and enjoys his living". The subject-matter of Reading, Geography, and History should be taught from the point of view of Civics at any moment when it is considered propitious. Stories, poems, songs, memory gems, simple dramatization, together with short talks by the teacher, if sermonizing is avoided, are excellent methods to employ.

A close connection with the work in Nature-study, Reading, and Arithmetic should be established. Observances of special holidays offer many opportunities for lessons of civic significance and should be extensively used for practical civic training.

### Outline of Work.

1. A simple study of such considerations of personal health, as breathing fresh air, drinking pure water and milk, and eating nourishing food; of posture, wise physical exercise, sufficient sleep, and cleanliness of body; of non-exposure to contagious diseases and avoidance of common accidents. Also, a simple treatment of community health, as shown in such relations as clean streets, disposal of waste and refuse, and medical inspection in schools.

2. Encouragement of **habits that have Civic value**:—obedience and respect for authority in the home, school and community; patriotism; orderliness; industry; courtesy; cleanliness; truthfulness; honesty; thoroughness—and the like. Discussion and memorization of pertinent quotations and maxims.

3. Provision of many and varied opportunities for **activities** that tend to develop a vital interest in the welfare of the community:

Care of the yard (at home and at school), windows, fences, flowers, trees, streets, and vacant lots; care and preservation of property, (public and private), of toys, books, tools, and clothing.

"Clean Up Club": Use of receptacles for rubbish and disposition of paper and trash.

Fly and mosquito crusades.

Programs for holidays and special occasions.

Posters illustrating life of primitive peoples.

Home and school gardens.

Flag drills and salute to the flag.

### REFERENCES FOR THE TEACHER.

Dunn: The Community and the Citizen, Chap. IX, (State Series).

Cabot: Ethics for Children, (Houghton Mifflin Co.).

Thayer: Ethics of Success, Book One, (Silver, Burdett and Co.).

Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

California Blue Bulletin, Supplement, September, 1916: (State Board of Education).

O'Shea and Kellogg: Health Habits, (The Macmillan Co.).

Ritchie and Caldwell; Primer of Hygiene, (State Series).

Ritchie: Primer of Sanitation, (World Book Co.).

Gulick: Good Health, (Ginn and Co.).

Turkington: My Country, Chapter XVIII, (Ginn and Co.).

Richman and Wallach: Good Citizenship, (American Book Co.).

Kilpatrick: The Child's Food Garden, (World Book Co.).

Studebaker: Our Country's Call to Service, revised edition, (Scott, Foresman and Co.).

## HISTORY

### GRADE III B.

Time allotment: Seventy-five minutes per week for History and Civics.

**Guide Topic: Primitive Life.**

#### Introduction.

Read carefully the Introduction to the Grade Three A History Course.

#### Outline of Work.

**First and Second Months: Early Sea People.**

Evidence of existence. Appearance, customs, and habits. Conditions of life, especially as related to food, shelter, and clothing. First steps in the conquest of the sea and of its creatures. How the early Sea People learned: to make and use boats, fishing nets, hooks and lines; to preserve fish; to use clay for pottery; to establish island homes. (Dopp's "The Early Sea People", published by Rand, McNally and Co., indicates the scope of this part of the Course.)

**Third and Fourth Months: North American Indians, including the Pueblo, or Cliff-Dwellers.**

Appearance, customs, and habits. Conditions of life, especially as related to food, shelter and clothing. Later hunting and fishing stage of civilization. How the Indians learned: to build homes; to make and use hunting weapons; to dress skins; to fashion tools, utensils, and ornaments; to spin and weave; to domesticate animals; and to till the soil. Story of Hiawatha. (Roberts' "Indian Stories of the Southwest", published by the Harr Wagner Publishing Co., furnishes material of value at this point in the Course.)

**Fifth Month: The Eskimos.**

Appearance, customs, and habits. Conditions of life, especially as related to food, shelter, and clothing. Animal life, geographical relationships, and effects of climate.

**REFERENCE LIST, primarily for the Teacher.**

(Refer, also, to the Grade Three A List.)

Calhoun: How Man Conquered Nature, (The Macmillan Co.).

Dopp: The Early Sea People, (Rand, McNally and Co.).

Starr: American Indians, (D. C. Heath and Co.).

Brooks: Stories of the Red Children, (Educational Publishing Co.).

Roberts: Indian Stories of the Southwest, (Harr Wagner Publishing Co.).

Bayliss: Lolami, the Cliff Dweller, (Public School Publishing Co.).

Snedden: Docas, the Indian Boy of Santa Clara, (D. C. Heath and Co.). (See Appendix for a Play).

Schultz: Sinopah, the Indian Boy, (Houghton Mifflin Co.).

Schwatka: Children of the Cold; Children of the Cliff, (Educational Publishing Co.).

- Longfellow: Hiawatha, (Houghton Mifflin Co.).
- Norris: The Story of Hiawatha, (The Educational Publishing Co.).
- Bemister: Indian Legends, (The Macmillan Co.).
- Wilson: Indian Hero Tales, (American Book Co.).
- Newell: Indian Stories, (Silver, Burdett and Co.).
- Bass: Stories of Pioneer Life, (D. C. Heath and Co.).
- Husted: Stories of Indian Children, (Public School Publishing Co.).
- Lummis: Pueblo Indian Folk-Stories, (The Century Co.).
- Chase: Children of the Wigwam, (Educational Publishing Co.).
- Pratt: Legends of the Red Children, (American Book Co.).
- Burton: Story of the Indians of New England, (Silver, Burdett and Co.).
- Eastman: Indian Boyhood, (Doubleday, Page and Co.).
- Eastman: Old Indian Days, (Doubleday, Page and Co.).
- Eastman: Indian Child Life, (Little, Brown and Co.).
- Curtis: Indian Days of the Long Ago, (World Book Co.).
- Austin: Indian Stories Retold from St. Nicholas, (The Century Co.).
- Zitkala-Sa: Old Indian Legends, (Ginn and Co.).
- Nixon-Roulet: Indian Folk Tales, (American Book Co.).
- Judd: Wigwam Stories, (Ginn and Co.).
- Fox: Indian Primer, (American Book Co.).
- Wiley and Edick: Children of the Cliff, (Appleton).
- Wiley: Mewanee, The Little Indian Boy, (Silver, Burdett and Co.).
- Smith: Eskimo Stories, (Rand, McNally and Co.).
- Scandlin: Hans the Eskimo, (Silver, Burdett and Co.).
- Holbrook: Northland Heroes, (Houghton Mifflin Co.).

## CIVICS.

### GRADE III B.

Time allotment: Seventy-five minutes per week for Civics and History.

**Guide Topic: Community Life—The Home and the School.**  
**Introduction.**

(Read carefully the Introduction to the Three A Grade Civics Course.)

At this stage, the work centers around the conduct and actions of children as young citizens. It concerns itself with their conduct and actions toward others, and with the conduct and actions of others toward them.

The aim is threefold, as Dr. J. L. Barnard assures us: "To establish right habits of thought and action in the children; to project these habits into the home and into their other relationships as well; to show the pupils how all community life is based on the embodiment of these virtues in each member of society".

### Outline of Work.

1. A study of the value of games and sports; of the school recess; and of physical education exercises.

Also, a simple treatment of community provisions for recreation through parks, playgrounds, pageants.

2. Encouragement of **habits that have Civic value**:—obedience; patriotism; orderliness; cleanliness; courage, physical and moral; kindness; courtesy; self-control; industry; punctuality; and the like. Discussion and memorization of pertinent quotations and maxims.

3. Provision of many and varied opportunities for **activities** that tend to develop a vital interest in community welfare:

Protection and beautification of lawns, trees, and fences; care of public property, such as paper, pencils, books, and desks; of yards, streets, and vacant lots.

Proper modes of conduct on streets, in cars, and public places, as obedience to traffic rules, offering seats to ladies and elderly gentlemen, and observance of rules in playing in streets.

Deeds of kindness to human beings, and to animals and birds.

Coöperative acts, such as carrying of messages, playing team-games, etc.

Courteous greetings to friends, non-interruption of conversation, and avoidance of laughter at mistakes.

Good-humor under difficulties, and patience in waiting.

"Clean-up" clubs.

Programs for holidays and special occasions.

- Posters illustrating Indian life.
- Games and sports.
- Home and school gardens.
- Flag drills and salute to the flag.

### REFERENCES FOR THE TEACHER.

- Dynes: *Socializing the Child*, Chapter V, (Silver, Burdett and Co.).
- Sneath and Hodges: *Moral Training in the School and Home*, (The Macmillan Co.).
- Cabot: *Ethics for Children*, (Houghton Mifflin Co.).
- Thayer: *Ethics of Success*, Book One, (Silver, Burdett and Co.).
- California Blue Bulletin, Supplement, September, 1916, (State Board of Education).
- Strayer and Norsworthy: *How to Teach*, Chapters IX, XI, and XII, (The Macmillan Co.).
- Bancroft: *Games, etc.*, (The Macmillan Co.).
- Palmer: *Play Life in the First Eight Years*, Chapters VIII, IX, and Summary, (Ginn and Co.). (This book contains an excellent bibliography.)
- Johnson: *Education by Plays and Games*, (Ginn and Co.).
- Kilpatrick: *The Child's Food Garden*, (World Book Co.).
- Studebaker: *Our Country's Call to Service*, revised edition, (Scott, Foresman and Co.).

## HISTORY.

### GRADE IV A.

Time allotment: Ninety minutes per week for History and Civics.

**Guide Topic: Our Indebtedness to the Past.**

#### Introduction.

In this Grade, the Course resolves itself into a preliminary survey of the life of the Ancient Oriental peoples at the dawn of history. It is a study of their gifts to the present; their myths, their legends and authentic history; their mode of life, as reflected in the broad features of their social and economic structure—pastoral, early agricultural, and commercial stages of civilization.



The suggestions on Method presented in the Introduction to the Three A Grade History Course are applicable to this Grade as well, and should be read carefully.

Best's "Egypt and Her Neighbors", (The Macmillan Co.), gives a good idea of the scope of the Course for this Grade.

## **Outline of Work.**

### **First and Second Months.**

- I. Egypt and the Egyptians. (Best, Chapters I-VII).

### **Third and Fourth Months.**

- II. The Land of Canaan and the Chosen People. (Best, Chapters VII-X.)

### **Fifth Month.**

- III. Phoenicia and the Phoenicians. (Best, Chapters X and XI.)

## **REFERENCE AND SUPPLEMENTARY READING LIST.**

- Best: Egypt and Her Neighbors, (The Macmillan Co.).  
 Arnold: Stories of Ancient Peoples, (American Book Co.).  
 Baldwin: Old Stories of the East, (American Book Co.).  
 Price and Gilbert: Heroes of Myth, (Silver, Burdett and Co.).  
 Guerber: Story of the Chosen People, (American Book Co.).  
 Price: Wandering Heroes, (Silver, Burdett and Co.).  
 Wallach: Historical and Biographical Narratives, (American Book Co.).  
 Baldwin: Fifty Famous Stories, (American Book Co.).  
 Church: Stories from the Bible, (The Macmillan Co.).  
 Moulton: Bible Stories, (The Macmillan Co.).  
 Rhodes: Old Testament Narratives, (Scott, Foresman and Co.).  
 Herbst: Tales and Customs of the Ancient Hebrews, (A. Flanagan Co.).  
 Clodd: The Story of the Alphabet, (Appleton).  
 Alshouse: Heroes of the Nations, (The Macmillan Co.).  
 Andrews: Ten Boys, etc., (Ginn and Co.).

For More Advanced Study.

Church: Carthage, (G. P. Putnam's Sons).

Benjamin: Persia, (G. P. Putnam's Sons).

Breasted: Ancient Times, (Ginn and Co.).

Maspero: Life in Ancient Egypt and Assyria, (Appleton).

## CIVICS.

### GRADE IV A.

Time allotment: Ninety minutes per week for Civics and History.

#### Guide Topic: Community Life—Thrift.

#### Introduction.

(Study earnestly the Introductions to the Three A and Three B Grade Civics Course.)

The controlling aim of the Course at this point, as the Indianapolis Course of Study so succinctly puts it, is to teach "the child as a member of the community to endeavor to conserve and protect, but never to destroy or mar".

There is another aim which is brought to our attention by no less an authority than the Committee of Thrift Education of the N. E. A. In its "Proceedings", published July, 1918, may be found this conclusion:

"The need for public school instruction in the principles of thrift education was never so great or apparent as at the present time. \* \* \* Every boy and every girl should early be taught the dignity of labor, the necessity for earning, and of saving a little regularly from the earnings. Proper thrift instruction should clearly demonstrate that these savings are made not with any selfish purpose as the animating motive, but that the boy or girl may now, and later as man or woman, be better able to serve his fellows and himself."

A nation possessed of Thrift ideals, and trained to the practice of Thrift will be a prosperous and enduring nation. Thrift and true economy must supersede waste and extravagance among our people; else our doom is spelled. No phase of social instruction today is of more far-reaching consequence than Thrift education—for "as are the children of today, so will be the nation of tomorrow". The habit of saving, if taught in the schools, will pervade the home.

## Outline of Work.

### 1. Study of Thrift.

a. In the home—proper care, economy, and common sense in the use of food, clothing, furniture, light, water, fuel, and personal belongings.

b. In the school—proper care and economy in the use of books, desks, apparatus, light, water, and supplies; economy in the use of time and energy.

c. In the community—proper care of public buildings and other property, trees, lawns, park and playground equipment and apparatus, streets and boulevards, etc. Fire prevention; public sanitation—disposal of waste, of garbage, etc.

#### Illustrative Projects or Problems on Thrift.

a. The thrifty man is not the one who hoards, but the one who saves, and from his earnings, spends wisely. Explain and illustrate.

b. There is economy or thrift in purchasing in large quantities under certain conditions; in purchasing at certain times of the year. "Cheap goods are dear goods". Explain and illustrate.

c. The relation to thrift of certain producers or distributors with whom the child comes in contact, as the milkman, the grocer, the butcher, the baker, the iceman, and the farmer.

d. Estimate the waste in paper in a given school for a given month. (See development of this project in General Introduction to Civics, pages 23-24, under the heading "Type Lessons".)

e. Thrift, as applied to the conservation of food: emphasizing right eating and discouraging overeating.

2. Encouragement of habits that have civic value:—obedience and respect for law; patriotism; orderliness; cleanliness; courtesy; punctuality; truthfulness; honesty; thrift; thoroughness,—and the like. (The Biblical stories taught in the History Course of this Grade furnish a wealth of example.)

3. Provision of many and varied opportunities for activities that develop a vital interest in the welfare of the community:

Care of fences, walks, and lawns; of shoes, clothing, books, and furniture.

Cultivation of home and school vegetable and flower gardens.

Class Improvement Clubs.

Collection and salvage of used materials.

Thrift saving stamps.

School savings bank deposits.

Food posters.

Games and sports.

Programs for holidays and special occasions.

Flag drills and salutes to the flag.

### REFERENCES FOR THE TEACHER.

Chamberlain and Others: Proceedings of the Committee on Thrift Education, (N. E. A.).

Turkington: My Country, Chapter XVII, (Ginn and Co.).

Pritchard and Turkington: Stories of Thrift for Young Americans, (Charles Scribner's Sons.).

Studebaker: Our Country's Call to Service, revised edition, (Scott, Foresman and Co.).

Keeler and Wild: Ethical Readings from the Bible, (Charles Scribner's Sons.).

Thayer: Ethics of Success, Book Two, (Silver, Burdett and Co.).

California Blue Bulletin, Supplement, September 1916, (State Board of Education).

(See, also, the Three B Grade Reference List.)

## HISTORY.

### GRADE IV B.

Time allotment: Ninety minutes per week for History and Civics.

**Guide Topic: The Story of California and San Francisco.**

### Introduction.

(Review the Introductions to the History Course of the earlier Grades.)

In this Grade, the emphasis falls upon the broader features of the social life of the people, (such as government, commerce and industry, occupations, natural resources, size and character of population), to show what our Golden State and Imperial City have been, and what

they are. The teacher should aim to develop in the child an historical sense of personal relationship to the **past**, the **present**, and the **future**, rather than to have him store in memory a mere assortment of facts. Pictures or colored postcards should be used freely. Trips should be made to noted landmarks, buildings, monuments, tablets, and places associated with the history of the commonwealth, or the city. Much interesting illustrative material is available in the collections of the School Museum, and of the Golden Gate Park Museum. A close connection should be made between the History, and the state and local Geography. Simple dramatization is very effective.

Wagner's "Pacific Coast History Stories", (Harr Wagner Publishing Co.), and Mace's "Beginner's History", Supplement by Valentine, (State Series), give a good idea of the scope of the Course for this Grade. Excellent study-questions and references are given, from point to point, in the Mace Supplement.

### Outline of Work.

#### I. The Spanish Period, to 1821. (Approximately six-weeks' work.)

##### 1. Voyages and Explorations.

- a. Balboa, Magellan, Cabrillo, Drake, Portola.
- b. Discovery of San Francisco Bay.

References: Wagner, Pacific History Stories, pages 1-57. Mace, Beginner's History, Supplement, pages 3-8, and 9-10.

##### 2. Colonization.

- a. The Missions.

Reasons for founding; how many and where, with special treatment of the Mission Dolores; Father Junipero Serra; community life.

References: Wagner, pages 58-70. Mace, Supplement, page 8, and pages 10-15.

- b. The Pueblos.

Monterey; Yerba Buena; community Life.

References: Wagner, pages 71-74. Mace, Supplement, pages 17-18.

- c. The Ranchos.

Community Life.

Reference: Mace, Supplement, pages 18-21.

- d. The Russians at Bodega Bay, (Fort Ross).

Reference: Mace, Supplement, pages 15-16.

II. The Mexican Period, 1821-48. (**Approximately two weeks' work.**)

1. Character of government; community life.
2. American immigration.
  - a. Coming of hunters and trappers, as Kit Carson.
  - b. Coming of settlers, as the Donner Party; Sutter and Sutter's Fort.

References: Wagner, pages 96-110. Mace, Supplement, pages 21-24.

3. The settlement of Yerba Buena, (name changed to San Francisco in 1847),—early landmarks, harbor, streets, population.

4. The Bear Flag Republic.

References: Wagner, pages 111-17. Mace, Supplement, pages 25-26.

III. The Period of American Military Rule, 1848-50. (**Approximately three weeks' work.**)

1. Men and events of the American conquest,—Sloat, Stockton, Fremont, Kearney,—capture of Monterey; struggle for San Diego and Los Angeles.

References: Wagner, pages 118-21. Mace, Supplement, pages 24-25, and 26-28.

2. The Gold Rush and the Pioneers.

Marshall's great discovery; routes and means of transportation; life in the mining camps.

References: Wagner, pages 122-29, and 157-61. Mace, Supplement, pages 28-36. Faris, "Real Stories from Our History", Chapters XXVI and XXVII, (Ginn and Co.). McMurry, "Pioneers of the Rocky Mountains", etc., (The Macmillan Co.).

3. San Francisco becomes the metropolis.

Effects of gold-discovery; community life.

Reference: Mace, Supplement, pages 39-42.

IV. The Early Period of Statehood, 1850-65. (**Approximately three weeks' work.**)

1. Organization of State Government.

Admission into the Union; leading men; California's part in the Civil War.

References: Wagner, pages 142-145. Mace, Supplement, pages 36-39, and page 42.

2. Economic development of the State.

References: Faris, Chapters XXVII and XXX. Mace, Supplement, pages 42-44.

3. Growth of San Francisco.

Population; noted points of interest; streets; first schools and churches; commerce and industry; community life.

V. The Later Period of Statehood, 1865 to date. (Approximately six weeks' work.)

1. Economic development.

The great wheat ranches; the building of the Overland Railway; mines and mining; oil; electric power; highways; horticulture; cotton; rice; ship-building.

References: Faris, Chapter XLI. Mace, Supplement, pages 44-57, page 61, and pages 64-66.

2. Political events—men and measures.

Reference: Mace, Supplement, page 47, pages 49-50, and pages 58-60.

3. Great names in literature, art, and science.

References: Mace, Supplement, pages 61-64. Faris, "Makers of Our History", Chapters XXIV, (Mark Twain), and XXV, (John Muir), (Ginn and Co.).

4. Life in San Francisco.

Development of the city; transportation; recreation; commerce and industry; the Mid-winter Fair; fire of April 1906; rebuilding of the city; the Civic Center; the Panama-Pacific International Exposition.

References: Wagner, pages 162-69, and 174-80. Mace, Supplement, pages 57-58, and page 60.

## REFERENCES AND SUPPLEMENTARY READING LIST.

Bandini: History of California, (American Book Co.).

Hunt: California the Golden, (Silver, Burdett and Co.).

Sexton: Stories of California, (The Macmillan Co.).

Winterburn: The Spanish in the Southwest, (American Book Co.).

Roberts: Indian Stories of the Southwest, (Harr Wagner Publishing Co.).

- Lummis: The Spanish Pioneers, (A. C. McClurg and Co.).  
 Corbett: Sir Francis Drake, (The Macmillan Co.).  
 Johnson: Pioneer Spaniards in North America, (Little, Brown and Co.).  
 Drake: The Making of the Great West, (Charles Scribner's Sons).  
 Jackson: Father Junipero and the Mission Indians of California, (Little, Brown and Co.).  
 Forbes: Mission Tales in the Days of the Dons, (A. C. McClurg and Co.).  
 Powers: The Missions of California, (Wieners).  
 James: In and Out of the Old Missions of California, (Little, Brown and Co.).  
 Snedden: Docas, (D. C. Heath and Co.).  
 Young: History of San Francisco, (S. J. Clarke Publishing Co., S. F.).  
 Eldredge: The Beginnings of San Francisco, (Eldredge; S. F.).  
 Royce: California, (Houghton Mifflin Co.).  
 Atherton: California, (Harper and Brothers).  
 Markham: California the Wonderful, (Hearst International Library).  
 James: California, (The Page Co., Boston).  
 Norton: The Story of California, (A. C. McClurg and Co.).

#### LITERATURE FOR ILLUSTRATIVE MATERIAL.

- R. H. Dana: Two Years Before the Mast.  
 Helen Hunt Jackson: Ramona.  
 Bret Harte: The Luck of Roaring Camp, etc. The Angelus; San Francisco, (the latter two reprinted in Wagner, pages 69-70, and pages 171-73).  
 Mark Twain: The Jumping Frog of Calaveras.  
 Mary Austin: The Trail Book.

#### CIVICS.

##### GRADE IV B.

Time allotment: Ninety minutes per week for Civics and History.

**Guide Topic: The Immediate Community: San Francisco. Introduction.**

(Read carefully the Introductions to the Civics Course of the earlier Grades.)



The laboratory for a genuine study of community life "is in the home environment and the industrial environment of the pupil", (Judd).

### Outline of Work.

1. San Francisco as a financial, shipping, and commercial center.

- a. Exports and imports.
- b. Shipbuilding and other manufacturing industries.
- c. The harbor—advantages; control; development.
- d. Thrift as a business consideration. (Join to the work of the Four A Grade Course.)

Illustrative Projects or Problems on the topic "Industrial Environment":

Steamer routes from San Francisco harbor as bearing on distribution of products.

How communication and transportation are mighty forces in commerce and industry.

How communities are bound to one another.

How commerce and industry furnish employment to men and women.

How the workers are inter-dependent.

How the community prospers or declines from the success or failure of its commerce and industry.

Historic changes in methods of communication and transportation.

2. Encouragement of **habits that have Civic value**:—obedience; patriotism; cleanliness; courtesy; punctuality; honesty; thrift; industry; and the like. (See the Introduction to the Three A Grade Course.)

3. Provision of many and varied opportunities for **Civic activities** that develop a vital interest in the welfare of the community:

Visits to industrial plants, the U. S. Mint, piers, wharves and warehouses, followed by oral and written reports and discussions.

Observations of a steel frame, or reinforced concrete building in process of construction; with reports of such observations.

Home and school gardens.

Class and school Improvement Clubs; collection and salvage of used materials.

Thrift savings stamps; school savings bank deposits.  
 Games and sports—coöperative team-play.  
 Programs for holidays and special occasions.  
 Flag drills and salute to the flag.

#### REFERENCES FOR THE TEACHER.

- Dunn: The Community and the Citizen, Chapters XI, XII and XIV, (State Series).  
 Richman and Wallach: Good Citizenship, (American Book Co.).  
 Reports of California Development Board, the Home Industry League, and of San Francisco civic organizations in general.  
 Hotchkiss: Representative Cities of the United States, (Houghton Mifflin Co.).  
 Southworth and Kramer: Great Cities of the United States, (Iroquois Publishing Co.).  
 Thayer: Ethics of Success, Book Two, (Silver, Burdett and Co.).  
 California Blue Bulletin, Supplement, September, 1916, (State Board of Education).  
 Studebaker: Our Country's Call to Service, revised edition, (Scott, Foresman and Co.).  
 Turkington: My Country, Chapters V and VI, (Ginn and Co.).  
 Brown: When the World was Young, (World Book Co.). (An Industrial Reader.)  
 Allen: Industrial Studies—United States, (Ginn and Co.).  
 Chase and Clow: Stories of Industry, (Educational Publishing Co.).  
 (See, also, the Reference Lists of preceding Grades.)

#### HISTORY.

##### GRADE V A.

Time allotment: One hundred twenty minutes per week for History and Civics.

**Guide Topic: American Heroes of Colonial Days.**

#### Introduction.

In this Grade, for the first time, the text-book, (Mace's "Beginner's History", State Series), is placed in

the hands of the pupil. The teacher is, therefore, to instruct the pupil how to use the text-book effectively. (For fuller development of Methods in the use of the text-book, see the General Introduction to this Course, page 11.)

She is to employ the Outline in its simpler forms, initiating the pupil into the various processes involved, so that he may be definitely trained to grasp the facts firmly, to analyze them clearly, and to arrange them logically. The Course should not be over-loaded with details, nor should it be reduced to an agglomeration of edifying stories. The historical significance of the subject-matter under consideration furnishes the rational basis for the selection of topics to be studied. The teacher's responsibility consists in so guiding the mental and spiritual growth of the pupil that he may secure distinct and permanent impressions of the men and events which will serve as a solid foundation for the later, more intensive study of our country's history.

The teacher should familiarize herself thoroughly with the Course of the earlier Grades, in order to carry in mind the general plan of the work. She should use historical wall-maps and outline-maps (in close connection with Geography), pictures, lesson-problems, readings, simple dramatizations, museum material, and other devices, to gain variety in treatment of subject-matter. (See General Introduction for details of method.)

Mace's "Beginner's History", (California State Series), is the text-book to be used in selecting and developing the outline topics. The specific text-assignment for the Five A Grade Course is pages 1 to 184. Excellent study-questions and references for readings are given in the text.

## **Outline of Work.**

### **First Month.**

- I. Great Explorers and Colonizers of the New World.
  1. The Northmen,—Mace, pages 1-2.
  2. Columbus,—the discoverer, pages 2-17.
  3. Ponce de Leon,—the discoverer of Florida, pages 17-18.
  4. Cortez,—the conqueror of Mexico, pages 18-23.
  5. Pizarro,—the conqueror of Peru, pages 23-24.
  6. Coronado,—the explorer of the Southwest, page 24.

7. De Soto,—the discoverer of the Mississippi, pages 24-28.
8. Magellan,—the circumnavigator, pages 28-31.

### Second Month.

9. John Cabot,—the explorer for England, pages 34-37.
  10. Sir Francis Drake,—the English "Dragon", pages 37-42.  
(Connect with the Four B Grade Course.)
  11. Sir Walter Raleigh,—the English colonizer, pages 42-47.
  12. Samuel de Champlain,—the father of New France, pages 49-53.
  13. Joliet and Marquette,—fur trader and missionary; French explorers, pages 53-54.
  14. Henry Hudson,—the explorer for Holland, pages 54-59.
  15. De La Salle,—the explorer of the Mississippi, pages 106-114.
- II. Conditions of life, and famous people, in the early colonies.
1. Virginia,—the first permanent colony, pages 60-68.
    - a. John Smith.
    - b. Pocahontas.
  2. Maryland,—a colony of freedom of worship, pages 68-71.
    - a. Lord Baltimore.
    - b. Friendly relations with the Indians.

### Third Month.

3. Plymouth,—the Pilgrims, pages 73-81.
  - a. Wm. Bradford.
  - b. Miles Standish.
4. Massachusetts Bay,—the Puritans, pages 81-86.
  - a. John Winthrop.
  - b. John Eliott.
  - c. King Philip.
5. New Netherlands,—the Dutch colony, pages 87-92.
  - a. The founding of New Amsterdam.
  - b. Peter Stuyvesant.
6. Pennsylvania,—the Quaker colony, pages 92-100.
  - a. William Penn.
  - b. The founding of Philadelphia.
  - c. Penn's treaty with the Indians.

7. Georgia,—the debtors' colony, pages 100-105.
  - a. James Oglethorpe.
  - b. Relations with the Spaniards in Florida.

#### Fourth Month.

- III. Famous Patriots of the Revolutionary Period.
  1. George Washington,—the "Father of his Country", pages 115-47.
  2. Benjamin Franklin,—the counselor, pages 147-58.

#### Fifth Month.

3. Patrick Henry,—the orator, pages 158-67.
4. Samuel Adams,—the firebrand of the Revolution, pages 167-79.
5. Nathan Hale,—the martyred patriot, pages 179-82.
6. Greene, Morgan, and Marion,—Southern leaders, pages 182-94.

#### REFERENCE AND SUPPLEMENTARY LIST.

(For more advanced References, see the Lists of the Upper Grades.)

- \*Southworth: Builders of our Country, Vol. I, (Appleton).
- \*Pratt: Stories of Colonial Children, (Educational Publishing Co.).
- \*Pratt: America's Story for America's Children, Vols. II, III, IV, and V, (D. C. Heath and Co.).
- Blaisdell and Ball: The American History Story-Book, (Little, Brown and Co.).
- Blaisdell and Ball: American History for Little Folks, (Little, Brown and Co.).
- Usher: The Story of the Pilgrims for Children, (The Macmillan Co.).
- \*Eggleston: A First Book in American History, (American Book Co.).
- \*Baldwin: Four Great Americans, (American Book Co.).
- \*Mowry: American Pioneers, (Silver, Burdett and Co.).
- \*Foote and Skinner: Explorers and Founders of America, (American Book Co.).
- \*Perry and Beebe: Four American Pioneers, (American Book Co.).
- \*Dickson: Camp and Trail in Early American History, (The Macmillan Co.).
- \*Bird and Starling: Historical Plays for Children, (The Macmillan Co.).

\*Stone and Fickett: *Everyday Life in the Colonies*, (D. C. Heath and Co.).

Brooks: *Historic Americans*, (Thomas Y. Crowell and Co.).

Lawyer: *The Story of Columbus and Magellan*, (Ginn and Co.).

Burton: *Story of Lafayette*, (American Book Co.).

\*Dickson: *Pioneers and Patriots in American History*, (The Macmillan Co.).

\*Cooke: *Stories of the Old Dominion*, (American Book Co.).

\*Coe: *Makers of the Nation*, (American Book Co.).

Johnson: *The World's Discoverers*, (Little, Brown and Co.).

\*Gordy: *Stories of American Explorers*, (Charles Scribner's Sons).

\*Guerber: *Story of the Great Republic*, (American Book Co.).

\*Tappan: *American Hero Stories*, (Houghton Mifflin Co.).

\*Johonnot: *Stories of Our Country*, (American Book Co.).

\*Baldwin: *Fifty Famous Stories Retold*, (American Book Co.).

\*Otis: *Richard of Jamestown; Calvert of Maryland; Mary of Plymouth; Ruth of Boston; Peter of New Amsterdam; Stephen of Philadelphia; Hannah of Kentucky; etc.*, (American Book Co.).

\*Faris: *Real Stories from Our History, Chapters I-XXIII, inclusive*, (Ginn and Co.).

\*Faris: *Makers of Our History, Chapters I-VII, inclusive*, (Ginn and Co.).

\*Sparks: *The Expansion of the American People, Chapters I-XV, inclusive*, (Scott, Foresman and Co.).

Kingsley: *Four American Explorers*, (American Book Co.).

Whitney and Perry: *Four American Indians*, (American Book Co.).

\*Elson: *Side-Lights on American History*, (The Macmillan Co.).

\*Lodge and Roosevelt: *Hero Tales from American History*, (The Century Co.).

Morris: *Heroes of Discovery in America*, (J. B. Lippincott Co.).

### Literature Readings.

Literature Readers, (State Series), Sixth Year, pages 110-12.

Franklin: Autobiography.

Hawthorne: Grandfather's Chair.

Henty: With Wolfe in Canada.

Munroe: The Flamingo Feather.

Stratemeyer: Minute Boys of Bunker Hill.

Tomlinson: Two Young Patriots.

Butterworth: Pilot of the Mayflower.

Cooper: Last of the Mohicans; The Pathfinder.

Persons: Our Country in Poem and Prose, (American Book Co.).

Greenlaw: Builders of Democracy, (Scott, Foresman and Co.).

Greene: My Country's Voice, (Charles Scribner's Sons).

Wilson: History Reader, (The Macmillan Co.).

### CIVICS.

#### GRADE V A.

Time allotment: One hundred twenty minutes per week for Civics and History.

**Guide Topic: Governmental Agencies of the Immediate Community.**

#### Introduction.

The Course continues to be built around the idea of service. The problems are those arising from the relationship of young citizens to their immediate social environment—the reciprocal influence of their conduct and actions towards others and of others toward them. Their Civic training continues to aid them in interpreting school and community life, awakening in them a higher and higher sense of responsibility for right actions toward their schoolmates, toward the members of their families, and toward other people in general.

“When the life of the school gives the pupils training in the right way of acting toward the people with whom they are directly associated”, the New Jersey Course of Study concludes, “it gives them the best basis for right action toward the State when they become more mature individuals”.

As pupils learn how people act toward each other, and how to conduct themselves towards others, "it is very important that they have opportunities to see how one group works in order that another may be benefited". (idem). Thus, those who serve the local community as officials, for example, the policeman, the fireman, the postman, the garbage collector, and the street-sweeper, exhibit concretely the interest of the community at large in the welfare of the individual, and demonstrate how one group labors in order that another group may be benefited. The awakening in the pupil of a consciousness of the interdependence of individuals and groups in modern society is the immediate objective of the Civics teaching in this Grade.

This is the "gang spirit" period of youth. The teacher should **organize** that spirit for service to the community—city, state, and nation. She should aim to establish social sympathy and to reproduce, with as much fidelity as possible, the actual conditions met by the child in the life of the community.

### **Outline of Work.**

1. A study of each of the following agencies, or elements, in the light of its service to the community:

a. Public agencies, such as schools, library, museums, postoffice, life-saving service, weather bureau, playgrounds, fire and police departments, health department, and street department.

Illustrative Problems or Projects relating to the public agencies:

Post Office service: city delivery, rural delivery, parcel post, postal savings system.

How are good streets and roads and good schools related to a growing community?

Why should a community be willing to pay for a good sewer system?—hospitals?—good schools?—playground and recreation centers?

Concrete instances illustrating the duties of the Board of Health, as in cases of epidemics, and in school medical inspection.

How are life and property protected in the community?

What are the standards to be observed in the selection of motion picture performances?

b. Voluntary agencies, such as churches, lecture and concert bureaus, and theatres, (including motion picture playhouses).



c. A study of Thrift as an element of community efficiency: conservation of water-supply, forests, and minerals.

2. **Civic virtues** to be dwelt upon that they may be established as habits.

The following list does not exhaust the number of commendable qualities to be inculcated, but those virtues enumerated are selected for renewed emphasis in this Grade:

Patriotism.  
Truthfulness.  
Reverence.

What nobler illustrations of these civic virtues may or can be found than the lives of the great Americans studied in the History Course of this Grade, as the Pilgrim Fathers, Washington, and Franklin?

While the teaching of these virtues is to some extent a by-product of the classroom; nevertheless such teaching is of paramount importance. The method of presentation of this material is well set forth in the New Jersey Course of Study, as follows:

"Various treatments have been suggested. Kindly and honorable recognition, the story, the indirect comparison, memory gems, study of biography, pictures, the private conference, schoolroom practices and the practices of the teacher, dramatic presentation, the fable, morning exercises, and special day programs are many ways by which a teacher may work to these ends."

Dr. Barnard believes that what we are really trying to do is "to establish right habits of thought and action in the children; to project these habits into the home and into their other relationships as well; to show the pupils how all community life is based on the embodiment of these virtues in each member of society".

3. Provision of many and varied opportunities for **Civic activities** that develop a vital interest in community welfare:

Vigorous coöperative play.  
Clean-up squad for home and school.  
Demonstrations of proper conduct toward public officials.  
Care of public buildings and other property; class and school Improvement Clubs; care of streets, boulevards, and roads; street dangers; "safety first" instructions; school fire drills.

Visits to Museums, Parks, Life-saving Station, Weather Bureau, Fine Arts Building, the Civic Center, the Post Office, the Mint, Civil Courts, Fire Engine Houses, and written and oral reports on observations.

Talks with and by public officials.

Membership in library.

Fathers' or mothers' day program.

Home and school gardens.

Scrap book collections.

Junior Red Cross.

Thrift savings stamps; school savings bank deposits.

Flag drills and salute.

Committing to memory and reciting:

### The American's Creed.

"I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."

William Tyler Page.

### REFERENCES FOR THE TEACHER.

\*Puffer: The Boy and His Gang, (Houghton Mifflin Co.).

Bryant: I am an American, (Houghton Mifflin Co.).

\*Thayer; Ethics of Success, Book Two, (Silver, Burdett and Co.).

Deming and Bemis: Stories of Patriotism, (Houghton Mifflin Co.).

Baldwin: An American Book of Golden Deeds, (American Book Co.).

\*Dunn: The Community and the Citizen, Chapters VII and XIII, (State Series).

\*Jewett: Town and City, (Ginn and Co.).

\*Richman and Wallach: Good Citizenship, (American Book Co.).

- \*O'Shea and Kellogg: Health and Cleanliness, (Ginn and Co.).
- \*Turkington: My Country, Chapter XVII, (Ginn and Co.).  
Dawson: The Boys and Girls of Garden City, (Ginn and Co.). (A Civics Reader.)
- \*Pritchard and Turkington: Stories of Thrift for Young Americans, (Charles Scribner's Sons).
- \*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).
- \*Cabot: Ethics for Children, (Houghton Mifflin Co.).  
California Blue Bulletin, Supplement, September, 1916, (State Board of Education).
- Bancroft: Games, etc., (The Macmillan Co.).  
(Also, see the Reference Lists for the earlier Grades.)

## HISTORY.

### GRADE V B.

Time allotment: One hundred twenty minutes per week for History and Civics.

**Guide Topic: American Heroes of the National Period.**

### Introduction.

The suggestions introducing the Five A Grade History Course are equally applicable to the work of the Five B Grade. The teacher should acquaint herself thoroughly with the scope of the Five A Grade Course. The advance in the subject-matter assigned to the Five B Grade over that of the Five A Grade is chiefly such as that which is incidental to chronological sequence.

Mace's "Beginner's History", (California State Series), is the text-book to be used, pages 194 to 382. Excellent study-questions and reading references are given in the text.

### Outline of Work.

#### First Month.

- I. Heroes of War and Peace in the Early National Period.
  1. John Paul Jones and John Barry,—naval heroes of the Revolution, Mace, pages 194-202.
  2. Daniel Boone, John Sevier, and George Rogers Clark,—frontier heroes, pages 202-26.
  3. Eli Whitney,—the inventor of the cotton-gin, pages 226-29.

4. Thomas Jefferson,—the champion of democracy, pages 229-38.
5. Lewis and Clark,—the explorers of the Far Northwest, pages 238-44.

### Second Month.

6. Oliver Hazard Perry,—the victor at Lake Erie, pages 244-45.
7. Andrew Jackson,—the hero of New Orleans, pages 245-54.
8. Robert Fulton,—the inventor of the steamboat, pages 257-64.
9. Samuel F. B. Morse,—the inventor of the telegraph, pages 264-68.
10. Cyrus W. Field,—the projector of the Atlantic cable, pages 268-72.

### II. Heroes of War and Peace in the Middle Period.

1. Sam Houston,—the hero of San Jacinto, pages 279-84.
2. David Crockett,—the hero of the Alamo, pages 284-85.
3. John C. Fremont,—“the Pathfinder”, pages 285-94.

(Connect with the Four B Grade Course.)

### Third Month.

4. Henry Clay, the great pacificator, pages 296-302.
5. Daniel Webster,—the defender of the Constitution, pages 302-08.
6. John C. Calhoun,—the champion of nullification, pages 308-13.
7. Abraham Lincoln,—the liberator of the slaves, pages 315-30.
8. Ulysses S. Grant,—the Union general, pages 331-37.
9. Robert E. Lee,—the general of the Confederacy, pages 337-41.

### III. Leaders in War and Peace since the Civil War.

1. Wm. McKinley,—the Spanish-American war president, pages 342-49.

### Fourth Month.

2. Thomas A. Edison,—the wizard of electricity, pages 272-77.

3. Geo. W. Goethals,—the builder of the Panama Canal, pages 354-56.  
(Connect with the Four B Grade Course.)
4. Eliz. Cady Stanton,—the champion of women's rights, pages 358-60.
5. Susan B. Anthony,—the heroine of woman suffrage, pages 361-62.
6. Julia Ward Howe,—the gifted patriotic poet, pages 363-64.
7. Harriet Beecher Stowe,—the famous novelist, pages 364-65.
8. Frances E. Willard,—the temperance crusader, pages 366-67.
9. Clara Barton,—the founder of the American Red Cross, pages 367-70.
10. Jane Addams,—the friend of the poor, pages 370-72.
11. Theodore Roosevelt,—the strenuous patriot.
12. William H. Taft, the first Governor-General of the Philippine Islands, and, later, proponent of the League of Nations.
13. Woodrow Wilson,—the world-war president, and champion of the League of Nations.

#### IV. Resources and Industries.

1. The new West, pages 350-54.  
(Connect with the Four B Grade Course.)
2. Farm and factory, pages 374-79.
3. Mines, mining, and manufactures, pages 379-81.

#### Fifth Month.

#### V. Other Recent Leaders in the Progress of the Nation.

1. Robert Edwin Peary,—the discoverer of the North Pole.
2. Roald Amundsen,—the explorer of the Northwest Passage.  
(Visit ship "Gjoa" in Golden Gate Park.)
3. Robert Scott,—the explorer of the Antarctic.
4. Alexander Graham Bell,—the inventor of the telephone.
5. Guglielmo Marconi,—the inventor of wireless telegraphy.
6. James B. Eads,—the bridge-builder.
7. The Wright Brothers and Curtiss,—the inventors of the aeroplane.

8. Pierre and Mme. Curie,—the discoverers of radium.
9. Luther Burbank,—the plant wizard.
10. John Muir,—the great naturalist.
11. John Swett,—the great schoolman of California.
12. John J. Pershing,—the American general in France.

#### REFERENCE AND SUPPLEMENTARY READING LIST.

(For more advanced references, see the Lists of the upper Grades.)

- Adams and Foster: *Heroines of Modern Progress*, (Sturgis and Walton Co.).
- \*Brooks: *Historic Americans*, (Thomas Y. Crowell and Co.).
- \*Holland: *Historic Boyhoods; Historic Inventions*, (Jacobs).
- \*Bolton: *Poor Girls Who Became Famous*, (Thomas Y. Crowell and Co.).
- \*Bolton: *Famous Voyagers*, (Thomas Y. Crowell and Co.).
- \*Eggleston: *Stories of American Life and Adventure*, (American Book Co.).
- Stimpson: *The Child's Book of American Biography*, (Little, Brown and Co.).
- \*Foote and Skinner: *Makers and Defenders of America*, (American Book Co.).
- \*Mowry: *American Pioneers*, (Silver, Burdett and Co.).
- \*Bass: *Stories of Pioneer Life*, (D. C. Heath and Co.).
- \*Nicolay: *Boy's Life of Lincoln*, (The Century Co.).
- \*Gordy: *Lincoln*, (Charles Scribner's Sons).
- Church: *Ulysses S. Grant*, (G. P. Putnam's Sons).
- \*Baldwin: *Four Great Americans*, (American Book Co.).
- Burton: *Four American Patriots*, (American Book Co.).
- \*Stratemeyer: *American Boy's Life of William McKinley*, (Lothrop, Lee and Shepard Co.).
- Beebe: *Four American Naval Heroes*, (American Book Co.).
- \*Perry and Beebe: *Four American Pioneers*, (American Book Co.).
- White: *Robert E. Lee*, (G. P. Putnam's Sons).
- \*Stone and Fickett: *Days and Deeds a Hundred Years Ago*, (D. C. Heath and Co.).

- \*Kingsley: Four American Explorers, (American Book Co.).
- Kingsley: The Story of Lewis and Clark, (American Book Co.).
- Coe: Makers of the Nation, (American Book Co.).
- \*Elson: Side Lights on American History, (The Macmillan Co.).
- \*Otis: Antoine of Oregon, Benjamin of Ohio, Martha of California, Philip of Texas, Seth of Colorado, etc., (American Book Co.).
- Nicholson: Stories of Dixie, (American Book Co.).
- Nida: Letters of Polly the Pioneer, (The Macmillan Co.).
- Wright: Children's Stories of American Progress, (Charles Scribner's Sons).
- Hubert: Men of Achievement, (Charles Scribner's Sons).
- Macomber: Stories of Great Inventors, (Educational Publishing Co.).
- \*Perry: Four American Inventors, (American Book Co.).
- \*Coe: Heroes of Everyday Life, (Ginn and Co.).
- \*Mowry: American Inventions and Inventors, (Silver, Burdett and Co.).
- \*Darrow: The Boy's Own Book of Great Inventions, (The Macmillan Co.).
- \*Forman: Stories of Useful Inventions, (The Century Co.).
- \*Bachman: Great Inventors and Their Inventions, (American Book Co.).
- \*Baker: Boy's Book of Inventions, (Doubleday, Page and Co.).
- Meadowcraft: Boy's Life of Edison, (Harper and Brothers).
- \*Lodge and Roosevelt: Hero Tales from American History, (The Century Co.).
- Brooks: The First across the Continent, (Charles Scribner's Sons).
- \*Faris: Real Stories from Our History, Chapters XXIV-XLIII, inclusive, (Ginn and Co.).
- \*Faris: Makers of Our History, Chapters VIII-XVIII, inclusive, (Ginn and Co.).

\*Sparks: The Expansion of the American People, Chapters XV-XXXVI, inclusive, (Scott, Foresman and Co.).

Amundsen: Expedition to the South Pole, (Smithsonian Institute).

Scott: Voyage of the Discovery, (Charles Scribner's Sons).

Horton: The Frozen North, (D. C. Heath and Co.).

### **Literature Readings.**

Literature Readers, (State Series), Sixth Year, pages 385-93.

Brooks: The Boy Settlers.

Brooks: The Boy Emigrants.

Henty: With Lee in Virginia.

Trowbridge: Cudjo's Cave.

Andrews: The Perfect Tribute.

Coffin: Winning His Way.

Baldwin: An American Book of Golden Deeds, (American Book Co.).

\*Persons: Our Country in Poem and Prose, (American Book Co.).

\*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.).

Watson: Golden Deeds on the Field of Honor, (The Macmillan Co.).

\*Greene: My Country's Voice, (Charles Scribner's Sons).

Wilson: History Reader, (The Macmillan Co.).

### **CIVICS.**

#### **GRADE V B.**

Time allotment: One hundred twenty minutes for Civics and History.

**Guide Topic: The Immediate Community: Public Utilities. Introduction.**

(Read carefully the Introduction to the Five A Grade Civics Course.)

The idea of service is shifted from the individual to the community. The teacher should demonstrate how the community is made up of citizens, and that as the citizen has rights and duties, so the community has its obligations and emoluments.



## Outline of Work.

1. A study of each of the following public utilities in the light of its service to the individual and the community:

a. **Street car lines**—Right to use the streets, but in return an obligation to render efficient, economical service. Municipal ownership.

b. **Railroads**—Lines of railroads entering the city—where they go, and where they come from; freight and passenger service; railroad yards and stations; tickets; time-tables; etc.

c. **Steamship lines**—Lines entering and leaving the harbor—where they go, and where they come from; what they carry.

Illustrative problem: The dependence of the community upon railroads and ships for its food supply.

d. **Water systems**—Sources of San Francisco's water supply; reservoirs, pumping-stations, high pressure system, mains, pipes, house connections; purity of supply—drainage, filtration; uses of water.

Topic reference:

For a general study of "Water Systems", use Lesson C-3, entitled "The water supply of a town or city", in "Lessons in Community and National Life, Series C for the Intermediate Grades of the Elementary School"—Judd and Marshall,—issued by the U. S. Department of the Interior.

e. Gas and electric systems—sources of supply; power lines; distributing mains and lines; meters; hydro-electric power.

f. Telephone, telegraph and cable lines—where they go; benefits of; use of.

Illustrative projects, or problems, on public utilities.

Why should a community be interested in owning and operating its own street car lines? The history of the municipal street-car system of San Francisco.

The citizen's responsibility in relation to the water-supply,—health; protection from fire. The proper use of the drinking fountain in the school, and in other public places. Water meters—their use; avoidance of waste. Water in irrigation; and as a producer of electric energy in California.

Why should a community be willing to pay for a good water supply?

Implications of "Safety First".

2. **Civic virtues** to be dwelt upon that they may be established as habits: (See the Five A Grade Civics Course.)

Patriotism.

Industry.

Obedience.

Politeness.

What finer illustrations of these civic virtues may or can be found than the lives of great Americans studied in the History Course of this Grade, as Jefferson, Lincoln, McKinley, and others?

3. **Civic activities** to be encouraged as developing a vital interest in community welfare:

Visits to a pumping station and the high pressure stations, followed by oral and written discussions and reports on observations.

Actual demonstration by some of the pupils of the use of sanitary drinking fountains, and of the use of individual drinking cups.

Accounts of trips on railroad or ship. Samples of time-tables, etc. (Connect closely with Geography.)

Scrap book collections.

Thrift savings stamps.

School savings bank deposits.

Games and sports; athletics.

Home and school gardens.

Flag drills and salute.

"The American's Creed", (William Tyler Page). (See the Five A Grade Civics Course, page 72.)

#### REFERENCES FOR THE TEACHER.

\*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

California Blue Bulletin, Supplement, September 1916, (State Board of Education).

\*Cabot: Ethics for Children, (Houghton Mifflin Co.).

Bryant: I Am An American, (Houghton Mifflin Co.).

\*Thayer: Ethics of Success, Book Two, (Silver, Burdett and Co.).

Deming and Bemis: Stories of Patriotism, (Houghton Mifflin Co.).

- Baldwin: An American Book of Golden Deeds, (American Book Co.).
- \*Jewett: Town and City, especially Chapters I, XII, XIII, XIV, XV, and XVI, (Ginn and Co.).
- Hutchinson: Community Hygiene, (Ginn and Co.).
- \*Allen: Industrial Studies—The United States, Chapter V, (Ginn and Co.).
- Dawson: The Boys and Girls of Garden City, (Ginn and Co.). (A Civics Reader).
- \*Dunn: The Community and the Citizen, Chapter XIV, (State Series).
- \*Richman and Wallach: Good Citizenship, (American Book Co.).
- \*Strayer and Norsworthy: How to Teach, especially Chapters IX, XI, XIII and XIV, (The Macmillan Co.).  
(See, also, the Reference List for Grade Five A.)

## HISTORY.

### GRADE VI. A.

Time allotment: One hundred forty minutes per week of History and Civics, including Current Events.

**Guide Topic: The European Background of American History.**

#### Introduction.

The emphasis in this Grade is to be laid upon the rise and character of the arts, customs, ideas, and institutions of the Greeks, Romans, and the early mediaeval races, from the point of view of their influence upon our own social structure. This is probably the only opportunity that many pupils will ever have to become acquainted with the history of peoples other than their own. Therefore, while the teacher should not endeavor to impart all that is known about the events and characters of the ancient and mediaeval eras, she should endeavor to select interesting elements in history, and to treat the selected incidents and types of society with detail sufficient to arouse definite and permanent images in the child's mind, and to stir within him a sympathetic interest in the great heroes of the Old World. At the same time, in order to lay a firm foundation for the detailed study of American history in Grades Seven and

Eight, she should lay special stress on the study of those topics which bear upon the larger contributions of one country to the life of another.

It is important for the teacher to familiarize herself thoroughly with the work of the preceding Grades in this Course, so as to maintain a close connection between the pupil's earlier and his newer studies in History.

The outline method is to be continued. (Read carefully the sections on Outlining in the Introduction to the Five A Grade Course, and in the General Introduction). As in the earlier Grades, the pupils should not be held responsible, either through written or oral tests, for a mastery of bare historical facts, but, rather, their attention should be directed to historical relationships.

Wall-maps and outline-maps, (in relation to historical Geography), pictures, lesson-problems, readings, simple dramatics and pageants, and museum material, are useful devices to gain variety in the treatment of the subject-matter. (See the General Introduction to this Course for details of method.)

Hall's "Our Ancestors in Europe", (Silver, Burdett and Co.), pages 1-213, is to be used extensively in this Grade. Treatment of the subject similar to that in the Hall is to be found in Harding's "The Story of Europe", (Scott, Foresman and Co.); Atkinson's "An Introduction to American History,—European Beginnings", (Ginn and Co.); Bourne and Benton's "Introductory American History", (D. C. Heath and Co.); Nida's "Dawn of American History in Europe", (The Macmillan Co.); Gordy's "American Beginnings in Europe", (Charles Scribner's Sons); and Mace and Tanner's "The Story of Old Europe and Young America", (Rand, McNally and Co.).

Benezet's "The World War and What Was Behind It", pages 22-51, (Scott, Foresman and Co.), will be found very helpful.

The teacher should bear in mind, however, that, in a beginner's study of movements or problems, much of the material in a given text-book must be eliminated, and much of it must be treated merely as pleasurable reading.

## Outline of Work.

### First Month.

- I. Review. (Connect with the Four A Grade History Course.)

1. The Egyptians—who they were; where they lived; what they accomplished.
2. The Babylonians, the Assyrians, the Hebrews, the Phoenicians, and the Persians,—their contributions to civilization.

(Before beginning the use of “Our Ancestors in Europe”, give a series of lessons on the use of the text-book. As a guide, refer to the General Introduction to this Course.)

II. Greece, the explorer and colonizer. (Hall, “Our Ancestors in Europe”, to page 20.)

1. The world before our time.
2. Early Greek exploration.
3. Ancient peoples of the Mediterranean.
4. Colonization.

(Have pupils recall stories of Greek life read in earlier Grades.)

**Second Month.** (Hall, pages 20-74.)

III. Greece, the teacher.

1. Religion.
2. Art.
3. The Olympic games.
4. Greek cities—Sparta, Athens.
5. Education.
6. Government.

IV. Greece and her neighbors.

1. The Persian War.
2. The Delian Confederacy.
3. Macedonian conquest of the world.
4. Greek influence on civilization.

**Third Month.** (Hall, pages 74-140.)

V. Rome's growth.

(Have pupils recall stories of Roman life read in earlier Grades.)

1. Rome's conquest of Italy.
2. Roman life.

VI. Rome's conquest of the world.

1. Rome's conquest of Carthage.
2. Rome's conquest of the East.
3. Caesar's war in Gaul.
4. Effects of conquest upon the Romans.

## VII. The Roman Empire.

1. Rome's rule under the Empire.
2. A new religion in the ancient world.
3. Results of Roman rule.

### Illustrative Problems on the Ancient Period.

The studies and problems at the ends of chapters in the Hall should not be neglected. The teacher should formulate other type problems to develop interest in the Course. The following are examples:

How was it that the Greeks settled apart in little communities?

Why did they come to be traders and founders of colonies?

Why was it that they were successful in repelling the Persian invasion?

What made the victory of Alexander possible over Greece; over Persia?

Why did the Romans succeed in the conquest of the East; of the West?

Why did Rome come to be ruled by an Emperor?

Why did the Romans oppose Christianity so bitterly?

What did the Greeks and the Romans give to the world that is of permanent value?

**Fourth Month.** (Hall, pages 140-81); (Benezet, pages 22-51).

## VIII. The Barbarian Invasions.

1. The Teutonic invaders.
2. The conquests of the Goths.
3. The Franks.
4. Charlemagne's empire.
5. The Vikings.

## IX. The Beginnings of Germany and France.

1. Partition of Charlemagne's empire.
2. Germany in the Middle Ages.
3. France in the Middle Ages.

**Fifth Month.** (Hall, pages 181-205.)

## X. The Beginnings of England.

1. The Anglo-Saxons—customs of life and government; Alfred the Great.
2. The Norman Conquests and its influence on language, manners, customs, laws.
3. First stages of the struggle for English liberty.

Topic references: Harding's "The Story of Europe", Chapters XXII-XXIV, inclusive, and "The Story of England", Chapters XI and XIV; and Bourne and Benton's "Introductory American History", Chapter XI.

- a. Charters: of William the Conqueror; of Henry I; and of Richard I.
- b. King John and Magna Charta, (1215).
- c. The First Representative Parliament, (1265).
- d. The Development of Parliamentary Government. Model Parliament, (1295).

### **Type Problems on the Mediaeval Period.**

1. What made Charlemagne and King Alfred great?
2. How did the English people gain their liberty?
3. What were the chief results of the Crusades?
4. What were the main motives which led to explorations and discoveries in the fifteenth century?

### **Reference and Collateral Reading List.**

Numerous references for teachers, and lists of books suitable for pupils, are given in the "Teachers' Manual", issued to accompany Hall's "Our Ancestors in Europe".

Much of the collateral reading indicated below should be conducted in conjunction with the Literature and Reading Course of the Grade. Such reading should be primarily for pure enjoyment, and only secondarily for information.

FOR THE TEACHER, primarily.

- \*Gayley: Classic Myths, (Ginn and Co.).
- Tatlock: Greek and Roman Mythology, (The Century Co.).
- Guerber: Myths of Greece and Rome, (American Book Co.).
- Baker: Stories of Old Greece and Rome, (The Macmillan Co.).
- \*Homer's Iliad, edited by Lang, Leaf, and Myers; Odyssey, edited by Butcher and Lang, (The Macmillan Co.).

- \*Homer's *Odyssey*, edited by Palmer, (Houghton Mifflin Co.).
- Bury: *The History of Greece*, (The Macmillan Co.).
- \*Breasted: *Ancient Times*, (Ginn and Co.).
- Robinson and Breasted: *Outlines of European History*, Vol. I, (Ginn and Co.).
- \*Webster: *Early European History*, (D. C. Heath and Co.).
- \*Mahaffy: *Old Greek Life*, (American Book Co.).
- Gardner: *Greek Athletic Sports and Festivals*, (The Macmillan Co.).
- \*Hopkinson: *Greek Leaders*, (Houghton Mifflin Co.).
- Gulick: *The Life of the Ancient Greeks*, (Appleton).
- \*Davis: *A Day in Old Athens*, (Allyn and Bacon).
- \*Plutarch's *Lives*: Edited by Clough, (Everyman's Series).
- \*Grant: *Greece in the Age of Pericles*, (Charles Scribner's Sons).
- \*Wheeler: *Alexander the Great*, (G. P. Putnam's Sons).
- Abbott: *Alexander*, (Harper and Brothers).
- \*Davidson: *Aristotle and the Ancient Educational Ideals*, (Charles Scribner's Sons).
- \*Fowler: *Rome*, (Henry Holt and Co.).
- Johnston: *The Private Life of the Romans*, (Scott, Foresman and Co.).
- Morris: *Hannibal*, (G. P. Putnam's Sons).
- \*Fowler: *Julius Caesar*, (G. P. Putnam's Sons).
- Inge: *Society in Rome under the Caesars*, (Charles Scribner's Sons).
- Church: *Roman Life in the Days of Cicero*, (The Macmillan Co.).
- \*Shumway: *A Day in Ancient Rome*, (D. C. Heath and Co.).
- Preston and Dodge: *The Private Life of the Romans*, (Benj. H. Sanborn and Co.).
- \*Fowler: *Social Life at Rome in the Age of Cicero*, (The Macmillan Co.).
- \*Emerton: *Introduction to the Middle Ages*, (Ginn and Co.).
- \*Adams: *Civilization During the Middle Ages*, (Charles Scribner's Sons).



- Hodgkin: Charles the Great, (The Macmillan Co.).
- Davis: Charlemagne, (G. P. Putnam's Sons).
- Hughes: Alfred the Great, (The Macmillan Co.).
- \*Ogg: A Source Book of Mediaeval History, (American Book Co.).
- Jusserand: English Wayfaring Life in the Middle Ages, (G. P. Putnam's Sons).
- Jessopp: The Coming of the Friars, (G. P. Putnam's Sons).
- Abbott: Alfred; William the Conqueror, (Harper and Brothers).
- Allsopp: An Introduction to English Industrial History, (The Macmillan Co.).
- \*Cheyney: Industrial and Social History of England, (The Macmillan Co.).
- \*Herrick: History of Commerce and Industry, (The Macmillan Co.).
- \*Cheyney: European Background of American History, (Harper and Brothers).

#### FOR THE PUPIL, primarily.

- \*Harding: Greek Gods, Heroes, and Men, (Scott, Foresman and Co.).
- \*Wallach: Historical and Biographical Narratives, (American Book Co.).
- \*Best: Egypt and Her Neighbors; Glorious Greece and Imperial Rome, (The Macmillan Co.).
- \*Richmond: Egypt, Greece, Rome, (Ginn and Co.).
- Hall: Four Old Greeks, (Rand, McNally and Co.).
- \*Hall: Homeric Stories, (American Book Co.).
- \*Haaren and Poland: Famous Men of Greece; Famous Men of Rome, (American Book Co.).
- \*Anderson: Stories of the Golden Age, (The Macmillan Co.).
- \*Baldwin: Old Greek Stories; Stories of the King, (American Book Co.).
- Gale: Achilles and Hector, (Rand, McNally and Co.).
- \*Pratt: Myths of Old Greece, (Educational Publishing Co.).
- \*Harding: The City of the Seven Hills, (Scott, Foresman and Co.).

- Church: Pictures from Greek Life and Story, (G. P. Putnam's Sons).
- Church: Pictures from Roman Life, (Appleton).
- \*Clarke: The Story of Troy; Story of Aeneas; Story of Ulysses, (American Book Co.).
- \*Clarke: The Story of Caesar, (American Book Co.).
- \*Reynolds: How Man Conquered Nature, (The Macmillan Co.).
- \*Arnold: Stories of Ancient Peoples, (American Book Co.).
- \*Andrews: Ten Boys, etc., (Ginn and Co.).
- \*Guerber: The Story of the Greeks; The Story of the Romans, (American Book Co.).
- Niver: Great Names and Nations, Modern, (Atkinson, Mentzer and Grover).
- Froelicher: A Collection of Swiss Stories, (The Macmillan Co.).
- \*Greene: Legends of King Arthur and His Court, (Ginn and Co.).
- Baldwin: The Story of Roland, (Charles Scribner's Sons).
- Radford: King Arthur and His Knights, (Rand, McNally and Co.).
- \*Guerber: Legends of the Middle Ages, (American Book Co.).
- Hancock: Children of History; Stories from British History, (Little, Brown and Co.).
- \*Best: Merry England, (The Macmillan Co.).
- \*Blaisdell: Stories from English History, (Ginn and Co.).
- \*Guerber: Story of the English, (American Book Co.).
- Underwood: Heroes of Conquest and Empire, (The Macmillan Co.).
- \*Warren: Stories from English History, (D. C. Heath and Co.).
- \*Harding: The Story of England, (Scott, Foresman and Co.).
- \*Tappan: European Hero Stories, (Houghton Mifflin Co.).
- \*Tappan: In the Days of Alfred; In the Days of William the Conqueror, (Lothrop, Lee, and Shepard Co.).
- \*Haaren and Poland: Famous Men of the Middle Ages, (American Book Co.).

- \*Alshouse: Heroes of the Nations, (The Macmillan Co.).
- \*Best: Western Europe, (The Macmillan Co.).
- \*Harding: The Story of the Middle Ages, (Scott, Foresman and Co.).
- \*Pitman: Stories of Old France, (American Book Co.).
- \*Dutton: Little Stories of France; Little Stories of England, (American Book Co.).
- \*Lansing: Barbarian and Noble; Patriots and Tyrants, (Ginn and Co.).
- Guerber: Myths of Northern Lands, (American Book Co.).
- \*Mabie: Norse Stories, (Rand, McNally and Co.).
- \*Bradish: Old Norse Stories, (American Book Co.).
- Pratt: Legends of Norseland, (Educational Publishing Co.).
- Keary: The Heroes of Asgard, (The Macmillan Co.).
- Hall: Viking Tales, (Rand, McNally and Co.).
- Bonner: A Child's History of Spain, (Harper and Brothers).

## CIVICS.

### GRADE VI A.

Time allotment: One hundred forty minutes per week for Civics and History, including Current Events.

**Guide Topic: Elements of Civic Welfare.**

#### **Introduction.**

Ideals of civic conduct will be greatly strengthened in this Grade by the knowledge of the great characters and heroic deeds of the Old World developed in the History Course. By associating intelligently the problems that confronted the people of former days with those of citizens of the present time, the teacher has an exceptional opportunity to impress, through comparison and contrast, true conceptions of civic rights and duties. Beyond this, she must remember that only through constant practice in everyday civic activities will the youth form habits that make for good citizenship.

The Civics topics lend themselves to oral and written expression. Much of the data serves admirably as the basis for problems in arithmetic.

## Outline of Work.

### I. A study of the following topics:

#### 1. Health.

(This topic presupposes a thorough understanding of the treatment given to it in the Civics Course of the Three A and Five A Grades.)

The incalculable blessing of health; the reasons why the community, (local, state, and nation), is interested in the health of its citizens; measures that will promote health, (at home, in school, on the playground, and on the street); and practical observance of such measures, especially in connection with Physical Education and Personal Hygiene.

The Greek idea of the vital importance of Physical Education, in comparison and contrast with our own.

Review of the organization and work of the City Board of Health.

Topic reference: An excellent treatment of the topic "Health", readily adaptable to Six A Grade use, may be found in U. S. Bulletin, 1915, No. 23, pages 20-24.

#### 2. Recreation.

(This topic presupposes a thorough understanding of the treatment given to it in the Civics Course of the Three B and Five A Grades.)

A survey of the community provision for the leisure hours of children and grown-ups,—parks and playgrounds, theatres, motion-picture play-houses, libraries, and clubs, both governmental and voluntary agencies.

The Greek and Roman forms of recreation, in comparison and contrast with those of modern times.

Topic reference: An excellent treatment of the topic "Recreation", readily adaptable to Six A Grade use, may be found in U. S. Bulletin, 1915, No. 23, pages 26-28.

#### 3. Civic Beauty.

Creation of a sentiment for well-kept homes, yards, streets, boulevards, and a pride in beautiful buildings, trees, parks, and recreation centers.

Discouragement of the maintenance of unsightly billboards, trolley-poles and wires, etc.

The Greeks as lovers of beauty, in comparison and contrast with modern peoples.

Topic reference: An excellent treatment of the topic "Civic Beauty", readily adaptable to Six A Grade use, may be found in the above-cited Bulletin, pages 31-33.

**Illustrative Type Lesson**, (to indicate close relationship with the History Course).

Topic: The Greeks as Citizens.

Read to the class the oath of the Athenian citizen. Have it memorized by the pupils. Explain its meaning, and show the similarity and difference between the Greek conception and practice of citizenship, and our own.

**Illustrative Projects or Problems** connected with such a lesson, or series of lessons.

How did the ancient Greeks compare in patriotism with the American people of today?

What was the purpose of the Athenian Assembly? How did it differ from our law-making bodies?

What schooling did the Athenian boy receive? What games did he play? What heroes did he study?

Why had Athens a right to expect so much of its young citizens?

How may we profit by the Greek example in striving to develop strong and beautiful physiques? beautiful buildings? manly virtues, as truthfulness and courage?

How was the Roman soldier trained? Why did the Roman boys admire the courage of the Roman soldier?

What was the status of women among the ancients?

How have we advanced in our attitude toward women?

**II. Civic virtues** to be dwelt upon that they may grow into habits:

Patriotism.

Courage.

Truthfulness.

Perseverance.

Thoroughness.

(See the Five A Grade Course.)

**III. Civic activities** to be encouraged as developing a vital interest in community welfare:

Exercises in physical education and hygiene.

Liberal use of playground, and other proper recrea-

tional opportunities afforded by the community, or by private initiative.

Excursions to beautiful public structures, such as the City Hall, the Library, and the Civic Auditorium, for purposes of the study of architecture, sculpture, and adornment. (Relate to Greek ideas of form in architecture and statuary.)

Visits to the Park Museum to view collections of Greek and Roman art.

Membership in the public library and much reading of good books.

Reading of good newspapers and magazines, to realize the service such publications render the community, and the responsibility vested in them.

School and home gardens.

Scrap book collections.

Programs for holidays and special occasions.

Flag drills and salute.

"The Oath of the Athenian Youth".

"The American's Creed", (William Tyler Page),  
(See the Five A Grade Civics Course.)

#### REFERENCES FOR THE TEACHER.

\*Richmond and Wallach: Good Citizenship, (American Book Co.).

\*Dunn: The Community and the Citizen, Chapters IX, and XVI, (State Series).

\*Jewett: Town and City, Chapter VIII, (Ginn and Co.).

\*Turkington: My Country, Chapters V and XVIII, (Ginn and Co.).

Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).

\*Ashley: The New Civics, Chapter XIV, (The Macmillan Co.).

\*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

\*Thayer: Ethics of Success, Book Three, (Silver, Burdett and Co.).

California Blue Bulletin, Supplement, September 1916, (State Board of Education).

\*Cabot: Ethics for Children, (Houghton Mifflin Co.).

\*Strayer and Norsworthy: How to Teach, especially Chapters IX, XI, XIII, and XIV, (The Macmillan Co.).

Colgrove: The Teacher and the School, especially Chapters XVII to XXIV, inclusive, (Charles Scribner's Sons).

Curtis: Education through Play, (The Macmillan Co.).

\*Curtis: Practical Conduct of Play, (The Macmillan Co.).

Lee: Play in Education, (The Macmillan Co.).

(See, also, the Reference Lists of Grades Five A and B.)

### CURRENT EVENTS.

Refer to the General Introduction to this Course.

## HISTORY.

### GRADE VI B.

Time allotment: One hundred twenty minutes per week for History and Civics, including Current Events.

**Guide Topic: The European Background of American History, and the Discovery of the New World.**

#### Introduction.

The suggestions introducing the work of the Six A Grade History Course are, in general, equally applicable to the Six B, and should be earnestly studied by the teacher. Through the progressive development of the subject, however, the Course in this Grade is designed, not only to trace more definitely and directly the various currents of European influence which flow together to form the stream of early American life, but also to disclose how and why the New World was discovered by the Old.

The teacher should familiarize herself thoroughly with the work of the earlier Grades, in order to maintain the continuity of the Course.

A clear idea of the scope of the work proposed is furnished by Hall's "Our Ancestors in Europe", pages 213-416, (Silver, Burdett and Co.), which is to be used as the basic text in this Grade. To supplement it, Benet's "The World War and What Was Behind It", pages 52-93, (Scott, Foresman and Co.), will be found very helpful. Mace's "Beginner's History", (State Text), pages 1-54, already studied in Grade Five A, supplies valuable material for paralleling the latter part of the Hall text, as is true, also, of Hart's "School History of the United States", pages 13-42, (American Book Co.); Beard and Bagley's "The History of the American

People", (The Macmillan Co.), pages 1-38; Bourne and Benton's "History of the United States", pages 1-39, (D. C. Heath and Co.); and Thwaites and Kendall's "History of the United States", pages 1-50, (Houghton Mifflin Co.).

## Outline of Work.

**First Month.** (Hall, pages 213-49); (Benezet, pages 52-61).

### I. Castle Life.

1. Feudalism.
2. The castle.
3. A siege.
4. The warlike spirit of the era.
5. Knightly ideals and training.
6. Knightly sports and pastimes.
7. The age of chivalry.

**Second Month.** (Hall, pages 249-96.)

### II. The workers.

1. Farmers.
2. Townsmen.
3. Traders.

**Third Month.** (Hall, pages 296-341); (Benezet, pages 78-87).

### III. Religion in the Middle Ages.

1. Christian missionaries.
2. Church organization.
3. Monasteries.
4. Saints and pilgrimages.
5. Mohammedanism.
6. The Crusades.

(The stories of the First and Third Crusades may be taken as typical. Note the Children's Crusade.)

**IV. Great Changes.** (Hall, pages 334-41); (Benezet, pages 87-93).

1. National states.
2. The intellectual awakening.
3. A change in religion.

**Fourth Month.** (Hall, pages 341-79; and extensive readings from supplementary texts recommended in the Introduction to this Grade, or listed as reference books below.)



V. Ships in Strange Seas.

1. Early sailors and their ways.
2. The Northmen and their westward voyages.
3. A new route to India.
4. Portugal's great explorers.
5. Spanish ships in a new world.
6. Rival explorers.
7. The results of a century's work.

**Fifth Month.** (Hall, pages 379-417; and extensive readings from supplementary texts recommended in the Introduction to this Grade, or listed as reference books below.)

VI. Spain and Her Rivals.

1. Spaniards in America.
2. Spain and France.
3. Spain and the Netherlands.
4. Spain and England.
5. England in America.
6. England's rivals in the New World.

**Type Problems and Projects.**

The studies and problems at the ends of chapters in the Hall should not be neglected. The teacher should formulate other type problems to develop interest in the work. The following are specimens:

Why did kings begin to favor and help the people?

Why was it that knights gave up the use of armor?

Were the explorations of the Northmen important?

What led other people to explore, and what were their motives?

Why was not the New World named in honor of Columbus?

Work out the routes of several of the above explorers from study of maps, and by construction of maps, using outline-maps preferably.

Interesting incidents of the explorations.

What countries laid claim to land in North America at the close of the Sixteenth Century, and on what did they found their claims? Draw maps of the possessions of America of the different countries.

Natives of America—manner of life—at the period of exploration. (Use pictures, museum material, etc.).

**Reference and Collateral Reading List.** (See also, the Six A Grade List.)

Much of the collateral reading indicated below should be conducted in conjunction with the Literature and Reading Course of the Grade. Such reading should be chiefly for pure enjoyment, and only secondarily for information.

FOR THE TEACHER, primarily.

- \*Adams: Civilization During the Middle Ages, (Charles Scribner's Sons).
- \*Cox: The Crusades, (Charles Scribner's Sons).  
 Gray: The Children's Crusade, (Houghton Mifflin Co.).  
 Hollway: Petrarch, (G. P. Putnam's Sons).  
 Willert: Henry of Navarre, (G. P. Putnam's Sons).  
 Buchan: Sir Walter Raleigh, (Henry Holt and Co.).
- \*Ogg: A Source-Book of Mediaeval History, (American Book Co.).
- \*Creighton: The Age of Elizabeth, (Charles Scribner's Sons).
- \*Cheyney: Industrial and Social History of England, (The Macmillan Co.).
- \*Herrick: History of Commerce and Industry, (The Macmillan Co.).
- \*Cheyney: European Background of American History, (Harper and Brothers).  
 Froude: English Seamen in the Sixteenth Century, (Charles Scribner's Sons).  
 Hale: Spain, (G. P. Putnam's Sons).  
 Corbett: Sir Francis Drake, (The Macmillan Co.).  
 McCracken: The Rise of the Swiss Republic, (Henry Holt and Co.).  
 Emerton: Erasmus, (G. P. Putnam's Sons).  
 Zimmern: Hansa Towns, (G. P. Putnam's Sons).  
 Bacon: Henry Hudson, (G. P. Putnam's Sons).  
 Harrison: William the Silent, (The Macmillan Co.).  
 Rogers: Holland, (G. P. Putnam's Sons).
- \*Johnson: Europe in the Sixteenth Century, (The Macmillan Co.).  
 Symonds: The Age of Despots, (Henry Holt and Co.).  
 Fiske: Discovery of America, Vol. I, (Houghton Mifflin Co.).
- \*Hart: Source Book of American History, (The Macmillan Co.).

- \*Fairbanks: The Western United States, (D. C. Heath and Co.).
- Ober: Hernando Cortez, (Harper and Brothers).
- Parkman: Pioneers of France in the World, (Little, Brown and Co.).
- \*Brigham: Geographical Influences in American History, (Ginn and Co.).
- \*Semple: American History and Geographic Conditions, (Houghton Mifflin Co.).
- Beesley: Queen Elizabeth, (The Macmillan Co.).
- \*Bird and Starling: Historical Plays for Children, (The Macmillan Co.).
- Beazley: Prince Henry the Navigator, (G. P. Putnam's Sons).
- Brooks: Story of Marco Polo, (The Century Co.).
- \*D'Alton: A History of Ireland, (Seeley, Bryers and Walker).

FOR THE PUPIL, primarily.

- \*Baldwin: Stories of the King, (American Book Co.).
- \*Harding: The Story of Europe, (Scott, Foresman and Co.).
- \*Best: Western Europe; Merry England, (The Macmillan Co.).
- \*Lang: The Story of Robert Bruce, (E. P. Dutton and Co.).
- \*Lang: The Story of Joan of Arc, (E. P. Dutton and Co.).
- \*Skinner: Tales and Plays of Robin Hood, (American Book Co.).
- Abbott: Henry IV; Queen Elizabeth; Louis XIV, (Harper and Brothers).
- \*Tappan: In the Days of Queen Elizabeth, (Lothrop, Lee and Shepard Co.).
- Kelley: The Story of Sir Walter Raleigh, (E. P. Dutton and Co.).
- \*Pitman: Stories of Old France, (American Book Co.).
- \*Griffis: Brave Little Holland, (Houghton Mifflin Co.).
- \*Dodge: The Land of Pluck, (Holland), (The Century Co.).
- Lansing: Page, Esquire, and Knight, (Ginn and Co.).
- \*Brooks: Story of Marco Polo, (The Century Co.).

- \*Atherton: Adventures of Marco Polo, (Appleton).  
 Johnson: The World's Discoverers, (Little, Brown and Co.).  
 Blaisdell and Ball: The English History Story Book, (Little, Brown and Co.).  
 \*Andrews: Ten Boys, etc., (Ginn and Co.).  
 \*Winterburn: The Spanish in the Southwest, (American Book Co.).  
 \*Roberts: Indian Stories of the Southwest, (Harr Wagner Publishing Co.).  
 Butterworth: Story of Magellan, (Appleton).  
 \*Hart: Colonial Children, (The Macmillan Co.).  
 Wilson: The Story of the Cid for Young People, (Lothrop, Lee and Shepard Co.).  
 Troutback: Stories from Italian History, (London, Mills and Boon).  
 Underwood: Heroes of Conquest and Empire. The Macmillan Co.).  
 \*Richmond: Mexico and Peru, etc., (Ginn and Co.).  
 Hancock: Children of History,—Later Times, (Little, Brown and Co.).  
 \*McMurry: Pioneers on Land and Sea, (The Macmillan Co.).  
 \*Lummis: The Spanish Pioneers, (A. C. McClurg and Co.).  
 \*Stapley: Christopher Columbus, (The Macmillan Co.).  
 Johnson: French Pathfinders in America; Pioneer Spaniards in North America, (Little, Brown and Co.).  
 \*Southworth: Builders of Our Country, Book I, (Appleton).  
 King: De Soto and His Men, (The Macmillan Co.).  
 \*Dickson: Camp and Trail in Early American History, (The Macmillan Co.).

#### LITERATURE READINGS.

- Literature Readers, (State Series), Sixth Year, pages 110-12; 119-20; 279-85; 338-48; 353-58 and 359-60.  
 Literature Readers, (State Series), Seventh Year, pages 184-89; and 363-67.  
 Macaulay: The Battle of Ivry; the Armada.  
 Longfellow: The Skeleton in Armor.

- Joaquin Miller: Columbus.  
 Tennyson: The Revenge: A Ballad of the Fleet.  
 Scott: Ivanhoe; The Talisman; Quentin Durward;  
 Kenilworth.  
 Cervantes: Don Quixote, edited by Baldwin, (American Book Co.).  
 Stevenson: The Black Arrow.  
 Conan Doyle: The White Company; Sir Nigel.  
 Porter: Scottish Chiefs.  
 Converse: Long Will, (Peasants' Revolt in England).  
 Munroe: White Conquerors of Mexico.  
 Henty: Under Drake's Flag.  
 Pyle: Men of Iron.  
 Wallace: The Fair God.  
 Kingsley: Westward Ho!  
 Mark Twain: The Prince and the Pauper.  
 Arabian Nights, edited by Clarke, (American Book Co.);  
 or by Eliot, (Houghton Mifflin Co.).  
 \*Greenlaw: Builders of Democracy, (Scott, Foresman  
 and Co.) (A patriotic Reader).

### CURRENT EVENTS.

See the General Introduction to this Course.

### CIVICS.

#### GRADE VI B.

Time allotment: One hundred forty minutes per week for Civics and History, including Current Events.

**Guide Topic: Elements of Civic Welfare.**

#### Introduction.

The suggestions introducing the Six A Grade Civics Course are, in the main, equally applicable to the work of the Six B Grade.

All normal children are interested, at this age, in their opportunities for education, and in their vocational outlook. The Course in Civics should meet their wants, and give them a preliminary insight into these vital matters.

This preliminary study of vocations should aim "not

merely to help the pupil to choose his vocation intelligently, when the time comes to make such choice; but it should be so taught as to make it perfectly clear to the pupil that each citizen in his choice of vocation, in his preparation for it, and especially in the way he conducts himself after he has entered upon it, shows the quality of his citizenship. This study should also give the pupil a respect for and an appreciation of many vocations and should thus develop a better understanding between citizens of diverse callings, including a better understanding between capital and labor".

### **Outline of Work.**

#### **I. A study of the following topics:**

##### **1. Education.**

(Join with the study of this topic in the Five A Grade Course; also, see the outline for it in the General Introduction to Civics under the title "Type-lessons").

Such sub-topics as, the modern school, (in comparison and contrast with the ancient school); kinds of schools; support of free public schools; their value to the individual and to the community; their relation to the pupil and his relation to them; state laws on attendance; punctuality, tardiness, and studious habits.

(The teacher should make this a practical, live issue, especially as proving to the youth, at this age, the desirability of remaining in school. The value in money and opportunity of a good public school education should be pointed out, and the interest of pupils, parents, and general public be stimulated in the school and community as cooperating agencies for the good of all.)

Topic reference: An excellent presentation of this topic, easily adaptable to Six B Grade use, may be found in U. S. Bulletin, 1915, No. 23, pages 28-31.

##### **2. Commerce and Industries of the Community.**

(This topic presupposes complete familiarity with the treatment of it in the Four B Grade Course).

Production and distribution of wealth.

How school children are influenced by commerce and industry; how these elements make for better schools; what employment commerce and industries offer; why the schools should be interested in their success.

Age and Labor Certificates.

Extent and value of industrial training in the schools.  
Choice of occupation.

Topic references:

Lesson C-25 of "Lessons in Community and National Life", Series C,—see the Five B Grade Civics Course for reference,—entitled "A seaport as a center of concentration of population and wealth". (This "Lesson" furnishes valuable problem material and available references).

U. S. Bulletin, 1915, No. 23, pages 33-37, entitled "Wealth", also will be found of value.

II. **Civic virtues**, to be dwelt upon that they may grow into habits:

Patriotism.

Courage.

Judgment.

Chivalry.

Self-Control.

(See the Five A Grade Course.)

**Type Lesson on Civic Virtues** (to illustrate the close relationship to the History Course).

Topic: The Ideals of Chivalry.

Courage, courtesy, and kindness—their civic meaning; readings and dramatization illustrative of these qualities among the mediaeval knights. Principles actuating the lives of heroes of other days to serve as examples to guide the youth of to-day in home, classroom and playground conduct.

Stories of modern chivalry, as of Livingstone and Stanley in Africa; Grenfell in Labrador; Amundsen in the Northwest Passage and at the South Pole; Scott in the Antarctic; selected stories of the great World War.

Topic references: Horne, "David Livingstone", (The Macmillan Co.); Stanley, "How I Found Livingstone", (Chas. Scribner's Sons); Grenfell, "Labrador", (The Macmillan Co.); Scott, "Voyage of the Discovery", (Chas. Scribner's Sons); Amundsen, "Expedition to the South Pole".

**Illustrative Projects or Problems on the topic "The Ideals of Chivalry".**

Dramatize the signing of the Magna Charta.

How did chivalry improve the status of woman?

Examples of the courage, courtesy, and kindness of the knight.

Influence of monasteries; of pilgrimages.

III. **Civic activities** to be encouraged as developing a vital interest in community welfare:

Earning of money, and spending of it carefully and wisely,—by the individual for himself, or to assist his parents, or in school and community projects; by the community, through reasonable taxation, and well-considered expenditures for civic betterment, as school buildings, playgrounds, equipment, etc.

Thrift stamps; school savings bank deposits.

Home and school gardens.

Visits to commercial establishments and factories; and to the harbor front, shipyards, etc.

Scrap book collections.

Programs for holidays and special occasions.

Flag drills and salute.

“The American’s Creed”, (William Tyler Page). (See the Five A Grade Civics Course.)

## REFERENCES FOR THE TEACHER.

- \*Dunn: The Community and the Citizen, Chapter XV (States Series).
- \*Turkington: My Country, Chapters VII, VIII and XVI, (Ginn and Co.).
- \*Graves: A Student’s History of Education, Chapters II and III, (The Macmillan Co.).
- Bennion: Citizenship, Part I, Chapters I, XVIII, and Part II, Chapters V and VIII, (World Book Co.).
- Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).
- \*Ashley: The New Civics, Part I, Chapter II, and Part III, Chapters XIV and XV, (The Macmillan Co.).
- \*Guitteau: Government and Politics in the United States, Part II, Chapter XVI, (Houghton Mifflin Co.).
- Magruder: American Government, Chapter XXVIII, (Allyn and Bacon).
- \*Gillette: Vocational Education, (American Book Co.).
- \*Gowin and Wheatley: Occupations, (Ginn and Co.).
- Giles: Vocational Civics, (The Macmillan Co.).



\*Brewer: The Vocational Guidance Movement, (The Macmillan Co.).

\*Leake: The Vocational Education of Girls and Women, (The Macmillan Co.).

Smiles: Self Help, (American Book Co.).

Marden: Pushing to the Front, (Success Co.).

Marden: Success, (Success Co.).

\*Towne: Social Problems, (The Macmillan Co.).

\*Fisher: Resources and Industries of the United States, (Ginn and Co.).

Reports and other publications of commercial and industrial organizations.

California Blue Bulletin, Supplement, September 1916, (State Board of Education).

\*Peters: Human Conduct, especially Chapters XXIII, XXIV, and XXVI, (The Macmillan Co.).

\*Cabot: Ethics for Children, (Houghton Mifflin Co.).

\*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).

\*Thayer: Ethics of Success, Book Three, (Silver, Burdett and Co.).

Hyde: Practical Ethics, (Henry Holt and Co.).

Wilson: Talks to Young People on Ethics, (Charles Scribner's Sons).

(See, also, the Reference List for the Six A Grade).

### CURRENT EVENTS.

Refer to the General Introduction to this Course.

### HISTORY.

#### GRADE VII A.

Time allotment: One hundred eighty minutes per week for History and Civics, including Current Events.

**Guide Topics: The Colonization of America. The Beginnings of Democratic Government.**

#### Introduction.

(The suggestions ensuing are applicable alike to the Seventh and Eighth Years).

On the foundation built in the earlier Grades, pupils should now be ready for a much more definite and detailed study of American history in its causal relationships.

At the outset a systematic and thorough review should be held of the major topics, or problems, studied in the Six A Grade Course, particularly those of the rights and privileges gained by the English people in England, and of other typical conditions in England which influenced the settlement of America, and led the colonies later to take steps toward self-government.

This should be reinforced by a study of characteristic movements, (such as emigration from Europe—its causes, ways and means, and results in settlement), in which study, the sections on industrial and social history should be emphasized.

Lessons are to be assigned by large topics. While reviews and the daily recitations are to be based on topical outlines, it is to be specially noted that the general discussions of problems and movements growing out of such outlines must be so handled that definite conclusions are reached. On the whole, brief statements are to be preferred to long accounts. (See the General Introduction for fuller treatment of this subject).

A few dates of real historical significance may be memorized by the pupils to serve as guide posts; but memorizing the text-book is not compatible with the topical method of presentation. (See the General Introduction for fuller treatment of this subject).

The teacher will vitalize the recitations by connecting the topics constantly with present-day problems and circumstances. "Our great difficulty has been that we have not helped the child to make a direct connection between the past history facts which he studies and his present life". (Kendall).

Good wall-maps, outline-maps and charts, for the purpose of establishing geographical relationships, have a distinct value. Reference readings, pictures, museum material, magazine articles, newspaper clippings, and dramatizations, are effective aids. The Civics Course of the Grade and Current Events go hand in hand with the History Course.

The scope of the Course is indicated by McMaster's "Brief History of the United States", Chapters IV-XII, Chapter VIII, (for reading), and Chapter IX, (for review).

Valuable parallel texts to use are: Thwaites and Kendall's "A History of the United States", Chapters VI-

XIII, (Houghton Mifflin Co.); Beard and Bagley's "The History of the American People", Chapters III-VII, (The Macmillan Co.); Hart's "School History of the United States", Chapters III-VIII, (American Book Co.); and Bourne and Benton's "History of the United States", Chapters IV-XV, (D. C. Heath and Co.).

These texts supply valuable problem-material and references at the ends of chapters.

### Outline of Work.

I. A review of European influences that affected early American life, particularly of political and social ideals shown in the stages of the "Struggle for English Liberty". (Connect with the treatment of this topic in the Six A Grade History Course).

Topic reference: Harding's "The Story of England", (Scott, Foresman and Co.).

#### First Problem.

What rights and privileges did the colonists originally bring from England?

##### Sub-topics.

Language.

Ideas and customs.

Governmental institutions, such as,

Trial by jury.

Forms of village, town, and county government.

#### Second Problem.

How had these rights and privileges been acquired?

##### Sub-topics.

William the Conqueror's Charter.

The Charter of Henry I.

Magna Charta, (1215).

The First Representative Parliament, (1266), and the Model Parliament, (1295).

The Petition of Rights, (1628).

The Habeas Corpus Act, (1679).

The Bill of Rights, (1689).

(Show the relationship between these landmarks of English constitutional liberty, and the history of the

English colonists, in order to impart a true understanding of the motives of Englishmen in leaving England).

## II. The Founding of the English Colonies in America.

1. A detailed study of the settlement of the following five colonies, as types:

Virginia; Massachusetts, (including Plymouth); Maryland; New York; Pennsylvania.

2. A brief study of the settlement of the other eight original colonies.

## III. Local and provincial government in the Colonies, (briefly).

## IV. First steps toward self-government in the Colonies.

1. The first Colonial Assembly in Virginia, (1619).
2. The Mayflower Compact, (1620).
3. The New England Confederation, (1643).
4. The Albany Convention, (1754).

## V. The Intercolonial Wars, (briefly).

1. Comparison and contrast between the English Colonies and the Spanish Colonies; and the English and the French Colonies.
2. Causes of the wars.
  - a. England and Spain, (The Armada).
  - b. England and Holland, (Capture of New Netherlands).
  - c. England and France, (Louis XIV; Marlborough).
  - d. Governmental changes in England, (Rise of the Cabinet System; George III).

(Connect with European history for background).

Topic reference: Harding's "The Story of England", pages 197-200, 236-39, 260-65, 268-69, and 274-86.

3. Effect of these wars on the future of the colonists in America.

## VI. Life in the Colonies.

Topic reference: Sparks' "Expansion of the American People", Chapters IV and V, (Scott, Foresman and Co.).

(There is a helpful outline for review of the "Periods of Exploration, Settlement and Colonization" in Beard and Bagley, pages 96-8).

### Reference and Collateral Reading List.

(Refer to the Six B Grade List).

Much of the collateral reading indicated below may well be conducted in conjunction with the Literature and Reading Course of the Grade. Such reading should be chiefly for pure enjoyment, and only secondarily for information.

#### FOR THE TEACHER, primarily.

Coffin: Old Times in the Colonies, (Harper and Brothers).

Elson: History of the United States, (The Macmillan Co.).

\*Hart: American History Told by Contemporaries, Vol. I, (The Macmillan Co.).

\*Old South Leaflets: (Old South Work, Boston).

Bourne: Spain in America, (Harper and Brothers).

\*Becker: Beginnings of the American People, (Houghton Mifflin Co.).

\*Eggleston: Our First Century, (American Book Co.).

\*Fisher: The Colonial Era, (Charles Scribner's Sons).

Griffis: The Puritans in Their Three Homes, (Houghton Mifflin Co.).

\*Eggleston: The Beginners of a Nation, (Appleton).

Drake: The Making of Virginia and the Middle Colonies, (Charles Scribner's Sons).

\*Fiske: The Beginnings of New England; Old Virginia and Her Neighbors; Dutch and Quaker Colonies, (Houghton Mifflin Co.).

\*Fisher: The True William Penn; The True Benjamin Franklin, (J. B. Lippincott Co.).

Buell: William Penn, (Appleton).

Jenks: When America Was New, (Thomas Y. Crowell Co.).

Thwaites: France in America, (Harper and Brothers).

\*Thwaites: The Colonies, (Longmans, Green and Co.).

Earle: Child Life in Colonial Days, (Charles Scribner's Sons).

- Williams: Pennsylvania, (Houghton Mifflin Co.).  
 Tyler: England in America, (Harper and Brothers).  
 Beer: British Colonial Policy, (The Macmillan Co.).  
 Hassall: Louis XIV, (G. P. Putnam's Sons).  
 Parkman: Struggle for a Continent; Montcalm and Wolfe, (Little, Brown and Co.).  
 \*Sparks: Expansion of the American People, (Scott, Foresman and Co.).  
 \*Semple: American History and Its Geographic Conditions, (Houghton Mifflin Co.).  
 \*Brigham: Geographical Influences in American History, (Ginn and Co.).  
 \*Hart: Source Book of American History, (The Macmillan Co.).  
 Page: The Old South, (Charles Scribner's Sons).  
 Andrews: Colonial Self-Government, (Harper and Brothers).  
 Wharton: Colonial Days and Dames, (J. B. Lippincott and Co.).  
 \*Hinsdale: The Old Northwest, (Silver, Burdett and Co.).  
 Greene: Provincial America, (Harper and Brothers).  
 Howard: Preliminaries of the Revolution, (Harper and Brothers).  
 \*Sloan: The French War and the Revolution, (Charles Scribner's Sons).  
 \*Morse: Benjamin Franklin, (Houghton Mifflin Co.).  
 \*Wilson: George Washington, (Harper and Brothers).  
 \*Hosmer: Samuel Adams, (Houghton Mifflin Co.).  
 \*Macdonald: Select Charters and other Documents, (The Macmillan Co.).  
 \*Preston: Documents Illustrative of American History, (G. P. Putnam's Sons).

#### FOR THE PUPIL, primarily.

- \*Stone and Fickett: Days and Deeds of a Hundred Years Ago, (D. C. Heath and Co.).  
 Usher: The Pilgrims and Their History, (The Macmillan Co.).  
 \*Southworth: Builders of Our Country, Book I, (Appleton).

- \*Haaren and Poland: Famous Men of Modern Times, (American Book Co.).
- \*Hart: Colonial Children, (The Macmillan Co.).
- \*Guerber: Story of the Thirteen Colonies, (American Book Co.).
- \*Johnson: Captain John Smith, (The Macmillan Co.).
- \*Hasbrouck: Boys' Parkman, (Little, Brown and Co.).
- \*Price: Lads and Lassies of Other Days, (Silver, Burdett and Co.).
- \*Moore-Tiffany: Pilgrims and Puritans, (Ginn and Co.).
- Brooks: Stories of the Old Bay State, (American Book Co.).
- \*Pratt: America's Story for America's Children, Book V, (D. C. Heath and Co.).
- \*Baldwin: Discovery of the Old Northwest, (American Book Co.).
- \*McMurry: Pioneers of the Mississippi Valley, (The Macmillan Co.).
- \*Mowry: American Inventions and Inventors, (Silver, Burdett and Co.).
- \*Cooke: Stories of the Old Dominion, (American Book Co.).
- Walton and Brumbaugh: Stories of Pennsylvania, (American Book Co.).
- Holland: William Penn, (The Macmillan Co.).
- Hodges: William Penn. (Houghton Mifflin Co.).
- Stockton: Stories of New Jersey, (American Book Co.).
- \*Dickson: Pioneers and Patriots, (The Macmillan Co.).
- McElroy: Work and Play in Colonial Days, (The Macmillan Co.).
- Bradley: General James Wolfe, (The Macmillan Co.).
- \*Elson: Side Lights on American History, (The Macmillan Co.).
- \*Gordy: American Leaders and Heroes, (Charles Scribner's Sons).

#### LITERATURE READINGS.

Literature Readers, (State Series), Sixth Year, pages 207-73.

Literature Readers, (State Series), Seventh Year, pages 167-68, and 207-93.

- Hemans: The Landing of the Pilgrim Fathers in New England.
- Pierpont: The Pilgrim Fathers.
- O'Reilly: The Pilgrim Fathers; Plymouth Rock.
- Longfellow: Sir Humphrey Gilbert; The Courtship of Miles Standish; Giles Corey; Evangeline.
- Wordsworth: The Pilgrim Fathers.
- Whittier: The Mayflower; Mabel Martin.
- Holmes: The Pilgrim's Vision.
- Lowell: An Interview with Miles Standish.
- Hawthorne: Grandfather's Chair; The Gentle Boy; and Biographical Stories.
- Orne: Elder Faunce at Plymouth Rock.
- Butterworth: The Thanksgiving in Boston Harbor.
- Austin: Betty Alden; David Alden's Daughter; Standish of Standish.
- Munroe: The Flamingo Feather.
- Johnston: Prisoners of Hope; To Have and to Hold; Audrey.
- Cooke: My Lady Pokahontas.
- Thackeray: The Virginians.
- Caruthers: Cavaliers of Virginia.
- Coffin: Old Times in the Colonies.
- Henty: With Wolfe in Canada.
- Leslie: Saxby, (Pilgrims and Puritans).
- Bennett: Barnaby Lee, (New York and Maryland).
- Brooks: In Leisler's Time.
- Catherwood: Heroes of the Middle West.
- Kennedy: Rob of the Bowl, (Maryland).
- Stockton: Buccaneers and Pirates.
- Franklin: Autobiography.
- Robinson: Little Puritan's First Christmas.
- Cooper: Last of the Mohicans; The Pathfinder.
- Craddock: Old Fort Loudon, (Tennessee).
- Seawell: Virginia Cavalier.
- \*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.). (A patriotic Reader.)
- \*Long: Patriotic Prose, (D. C. Heath and Co.).
- Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).



\*Matthews: Poems of American Patriotism, (Charles Scribner's Sons).

Humphrey: Poetic New World, (Henry Holt and Co.).

Stevenson: Poems of American History, (Houghton Mifflin Co.).

### CURRENT EVENTS.

Refer to the General Introduction to this Course.

## CIVICS.

### GRADE VII A.

Time allotment: One hundred eighty minutes per week for Civics and History, including Current Events.

**Guide Topic: Elements of Civic Welfare.**

#### Introduction.

Gradually, the Course merges into a study of government as the supreme agency of civic welfare. "The purpose is to emphasize the **necessity** for government, with ample illustrations of how the people may use it to satisfy their interests, with which the children have by this time become familiar, rather than to give a great deal of information about the organization of government", (United States Bureau of Education Bulletin, 1915, No. 17).

The youth is to be taught to understand that "in a land where people are free and have equal opportunities, he must develop to the highest degree self-mastery and the powers of work and service. In order to gain self-mastery, he must learn to exercise in every relation self-control, self-direction and self-appraisal". (Detroit Course in "The Teaching of Patriotism").

Many pupils lack spontaneous initiative. They are willing to be taught, but not willing to enter into the teaching process as active participants. This they must be encouraged to do, for the ability to meet new situations, and to solve new problems, comes only through having successfully faced the necessary experiences. To help these pupils to acquire habits of independent thinking, and to become strong and self-reliant, the teacher should first cause them to formulate questions which will bring out the pertinent parts of topics under consideration. In time and under competent guidance, the questions will come to be thoughtful and stimulating. The teacher's

further function is to see that the points are discussed freely, though always in such fashion as to arrive at definite conclusions.

To maintain interest the teacher should frequently vary the methods of presenting the material. A few tried methods are: guiding the pupils in outlining the topics on the blackboard or on paper, in writing essays and compositions, in asking questions of each other for oral answer, in criticism, discussion, reviews, and dramatization.

### Outline of Work.

#### I. Studies of the following elements of Civic welfare:

1. Protection of life and property. (Join closely to the Five A Grade Course).
  - a. Police protection.
  - b. Fire prevention and protection.
  - c. Sanitation; garbage disposal; the fly; waste paper.
  - d. The courts; how law is democratic.

#### 2. Charities and corrections.

##### Topic references:

The topic, "Protection of Life and Property", is well presented in U. S. Bulletin, 1915, No. 23, pages 24-26.

For the topic "Sanitation", Lesson C-19, entitled "How the city cares for health" in "Lessons in Community and National Life", Series C, is of value. (See the Five B Grade Civics Course for reference).

The topic "Courts" is well presented in the above "Lessons" in Lessons C-17, under the title, "Custom as a basis for law", and C-18, under the title, "Coöperation through law"; "Charities and Corrections", in Lesson C-26, under the title, "Charity in the community", and, also, in U. S. Bulletin, 1915, No. 23, pages 42-48.

#### 3. Thrift. (Join closely to the Course of the earlier Grades).

The topic "Thrift" has been strongly emphasized throughout the Course. A nation possessed of the ideals and trained to the practice of economy or thrift, (which, truly interpreted, means saving not for purposes of hoarding but for wise, productive expenditure) is a prosperous and enduring nation. Thrift must supersede waste and improvidence among our people, if our nation is to retain strength and vigor.

"Every boy and every girl should early be taught

the dignity of labor, the necessity for earning, and of saving a little regularly from the earnings. Proper thrift instruction should clearly demonstrate that these savings are not made with any selfish purpose as the animating motive, but that the boy or girl may now, and later as man or woman, be better able to serve his fellows and himself." "Out of the spirit of our patriotism in our war savings, let us coin a new term—the patriotism of peace savings". (Proceedings of the Committee on Thrift Education, National Council of Education, N. E. A., July, 1918).

- a. A study of conservation of food—how to use "left-overs"; what constitutes a balanced ration; how to choose food substitutes; over-eating and under-nourishment; how to plan and prepare a meal; elimination of waste in preparing of food, as in paring, measuring, etc.; care in the use of gas, matches, cleaning powders, etc.

Topic reference: Lesson B-7, "An intelligently selected diet", in "Lessons in Community and National Life", Series B.

- b. A study of thrift in the use of time; in the proper employment of the leisure hour, in concentration of effort, husbanding of energy, and employment of reserve forces. (Correlate closely with the Courses in Arithmetic, Domestic Science, Household Arts, Manual Training, Hygiene, etc.)
- c. A study of war-savings—in food, fats, oils, fruit-pits, etc.—as typifying the spirit of thrift that contributed to the winning of the war, and that should now be turned to account in the period of reconstruction.

II. Typical history topics to be closely associated with Civics studies: Virginia Colonial Assembly; Mayflower Compact; free schools; New England town meetings; New England Confederation; taxation; Albany Plan of Union.

III. A study of industrial conditions in colonial times.

Topic references: Lesson C-2 in "Lessons in Community and National Life", Series C, entitled "Spinning and dyeing linen in colonial times"; and Lesson B-2,

"The varied occupations of a colonial farm", Series B.

IV. Civic virtues to be dwelt upon that they may grow into habits:

Patriotism.

Honesty.

Thrift.

Initiative.

Coöperation.

(See the Five A Grade Civics Course.)

Striking examples of these virtues abound in the lives of great Americans studied in the History Course of this Grade.

V. Civic activities to be encouraged as developing a vital interest in community welfare:

Visits to colonial exhibits in the Golden Gate Park Museum; oral and written reports on observations.

Excursions to investigate at first-hand and report upon: the condition of city streets and roads; the observance of pure-food laws by markets and stores; the regulations pertaining to weights and measures, and their observance and enforcement; the regulations of the United States Food Administration, and their observance and enforcement.

Thrift savings stamps; school savings bank deposits; campaigns for salvage and collection of waste materials.

Home and school gardens.

Organized athletics—coöperative team-play.

Boy Scouts. Camp Fire Girls.

Scrap book collections.

Posters, such as food placards. Food conservation exhibits and demonstrations.

Junior Civic League, (Reference: Hill's "The Teaching of Civics").

Four-minute speeches. Programs for holidays and special occasions.

Circulating of nominating petitions and balloting for officials, both in school clubs and societies, and for public positions, using as far as practicable materials and procedure of regular elections.

Studies of and reports on various local ordinances that illustrate how the city conducts its business.

Flag drills and salute.

"The American's Creed", (William Tyler Page). (See the Five A Grade Civics Course.)

### REFERENCES FOR THE TEACHER.

- Chamberlain and Chamberlain: Thrift and Conservation, (J. B. Lippincott Co.).
- Smiles: Thrift, (Harper and Brothers).
- Marden: Thrift, (Thomas Y. Crowell and Co.).
- \*Pritchard and Turkington: Stories of Thrift for Young Americans, (Charles Scribner's Sons).
- \*Turkington: My Country, Chapters XVII and XVIII, (Ginn and Co.).
- \*Farmer and Huntington: Food Problems, (Ginn and Co.).
- \*Dunn: The Community and the Citizen, Chapters IX, XIII, and XVIII, (State Series).
- \*Jewett: Town and City, (Ginn and Co.).
- \*O'Shea and Kellogg: Health and Cleanliness, (The Macmillan Co.).
- Boynton: School Civics, revised edition, Chapters III, IV, XX, and XXI, (Ginn and Co.).
- Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).
- \*Ashley: The New Civics, Chapter XIV, (The Macmillan Co.).
- \*Guitteau: Government and Politics in the United States, Chapter XVIII, (Houghton Mifflin Co.).
- \*Hill: The Teaching of Civics, (Houghton Mifflin Co.).
- \*Towne: Social Problems, (The Macmillan Co.).
- \*Burch and Patterson: American Social Problems, (The Macmillan Co.).
- Ellwood: Sociology, and Modern Social Problems, (American Book Co.).
- Leavitt and Brown: Elementary Social Science, (The Macmillan Co.).
- California Blue Bulletin, Supplement, September 1916, (State Board of Education).
- \*Cabot: Ethics for Children, (Houghton Mifflin Co.).
- \*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).
- \*Baldwin: An American Book of Golden Deeds, (American Book Co.).

Rugh: Moral Training in the Public Schools, (Ginn and Co.).

\*Thayer: Ethics of Success, Book Three, (Silver, Burdett and Co.).

\*Peters: Human Conduct, especially Chapters XVII, XVIII, and XXI, (The Macmillan Co.).

\*Municipal Reports and other publications. Reports of voluntary civic, benevolent, and philanthropic organizations.

\*Greene: America First, (Charles Scribner's Sons). (A patriotic Reader.)

\*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.) (A patriotic Reader.)

\*Long: Patriotic Prose, (D. C. Heath and Co.).

\*Gathany: American Patriotism in Prose and Verse, (The Macmillan Co.).

Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).

(See, also, the Reference Lists of the Six A and B Grades.)

## CURRENT EVENTS.

Refer to the General Introduction to this Course.

## HISTORY.

### GRADE VII B.

Time allotment: One hundred eighty minutes per week for History and Civics, including Current Events.

**Guide Topic: The Struggle for "The Rights of Englishmen".**

### Introduction.

(Read carefully the Introduction to the Seven A Grade History Course.)

The scope of the Course is indicated by: McMaster's "Brief History", pages 147-249; Beard and Bagley's, "The History of the American People", pages 119-95, (The Macmillan Co.); Thwaites and Kendall's "A History of the United States", pages 135-230, (Houghton Mifflin Co.); Hart's "School History of the United States", pages 120-90, (American Book Co.); Bourne and Benton's "History of the United States", pages 164-250, (D. C. Heath and

Co.); and Benezet's "The World War and What Was Behind It", (for related study of European history), pages 101-36, (Scott, Foresman and Co.).

### Outline of Work.

I. A brief review of the topic, "The Struggle for English Liberty", referring to the same topic in the History Course of Grades Six A and Seven A, and supplementing the earlier study by developing the political relationship between the British Empire and the Colonies.

Topic references: Harding's "The Story of England", Chapters XIII and XIV, and pages 250-51, (Scott, Foresman and Co.); Ashley's "Modern European Civilization", pages 3-5, 35, and 42-48, (The Macmillan Co.).

### II. The Separation from the Mother Country.

1. Causes of the War of Independence—apparent and real.
2. Defenders of the American cause, (Harding, as above, pages 284-90).
  - a. In America: Samuel Adams; Patrick Henry.
  - b. In England: William Pitt (Lord Chatham); Edmund Burke.
3. Attitude of King George III.
4. Lexington and Concord; Bunker Hill.
5. The Declaration of Independence.
6. Burgoyne's invasion,—Saratoga.
7. Valley Forge, and the plot against Washington.
8. Financial difficulties,—Robert Morris.
9. Aid from France,—Lafayette; Rochambeau.
10. Arnold's treason.
11. Great American patriots.
  - a. George Washington.
  - b. Benjamin Franklin.
  - c. John Adams.
  - d. George Rogers Clark.
  - e. Thomas Jefferson.
  - f. Alexander Hamilton.
  - g. Daniel Boone.
12. The American Navy,—John Paul Jones.
13. The War in the South, and the surrender of Cornwallis.
14. The treaty of peace.

15. Effects of the war.
  - a. Upon the United States.
  - b. Upon the world at large.
16. Original territory of the United States.  
Topic reference: Sparks' "The Expansion of the American People", Chapter VII.

### III. The Critical Period, and the early National Era.

1. A brief review of the topic, "Steps toward Self-Government in the Colonies" given in the Seven A Grade Course, supplementing the earlier study by including the following headings:
  - a. The Stamp Act of Congress, (1765).
  - b. Committees of Correspondence, (1774-75).
  - c. The First Continental Congress, (1774).
  - d. The Second Continental Congress, (1775).
  - e. The Declaration of Independence, (1776).
  - f. New state governments, (1776-81).
  - g. The Articles of Confederation, (1781).
2. The need for a stronger government.
  - a. Defects of the Articles of Confederation.
  - b. Disputes over commerce among the new states.
  - c. Financial difficulties among them.
  - d. Controversies over boundaries; western lands; Ordinance of 1787.  
Topic reference: Sparks', "The Expansion of the American People", Chapters VII, X, and XI.
  - e. Efforts to achieve a "more perfect union".
3. The making of the Constitution. (Connect closely with the Civics Course of this Grade.)
  - a. Calling of the Constitutional Convention of 1787.
  - b. Leading delegates.
  - c. Debates in the Convention.
  - d. Compromises of the Constitution.
  - e. Adoption of the Constitution by the delegates.



- f. The Preamble.
- g. The instrument as "The Supreme Law of the Land".
- h. Other chief provisions of the Constitution.
- i. Ratification by the States.
- 4. Organization of the new republic.
  - a. State of the country in 1789.
  - b. Establishment of the government under the Constitution.
    - 1. Election and inauguration of Washington as President.
    - 2. The Capital of the United States.
    - 3. Washington's cabinet.
    - 4. Beginnings of political parties—Federalists and Anti-Federalists; leaders.
    - 5. Hamilton's financial measures.
    - 6. The judiciary.
    - 7. Foreign relations. (Connect with European history — beginnings of the French Revolution; rise of Napoleon; Napoleonic Wars. Topic reference: Benezet, pages 104-26; the maps in this book are particularly good.)
- 5. State of the country, 1789-1805.
  - a. Industry and commerce.
  - b. Home and community life.
  - c. Education.
  - d. Literature.

(An excellent outline for review of the "Struggle for Independence and the Founding of the New Nation" is given in Beard and Bagley, pages 177-81).

#### REFERENCE AND COLLATERAL READING LIST.

(See, also, the List for the Seven A Grade Course.)

Much of the collateral reading indicated below may well be conducted in conjunction with the Literature and Reading Course of the Grade. Such reading should be chiefly for pleasure, and only secondarily for profit in classroom exercise.

FOR THE TEACHER, primarily.

\*Hart: American History Told by Contemporaries, Vol. II, (The Macmillan Co.).

- \*Old South Leaflets, (Old South Work, Boston).
- Hosmer: Samuel Adams, (Houghton Mifflin Co.).
- \*Ford: The Many-sided Franklin, (The Century Co.).
- Morse: Benjamin Franklin, (Houghton Mifflin Co.).
- Howard: Preliminaries of the Revolution, (Harper and Brothers).
- Fiske: The American Revolution, (Houghton Mifflin Co.).
- Powers: America and Britain, (The Macmillan Co.).
- Perkins: France in the American Revolution, (Houghton Mifflin Co.).
- Elson: History of the United States, (The Macmillan Co.).
- \*Fisher: The Colonial Era, (Charles Scribner's Sons).
- \*Sloan: The French War and the Revolution, (Charles Scribner's Sons).
- Tyler: Patrick Henry, (Houghton Mifflin Co.).
- Wilson: George Washington, (Harper and Brothers).
- \*Ford: The True George Washington, (J. B. Lippincott Co.).
- Seelye: The Story of Washington, (Appleton).
- Buell: Paul Jones, Founder of the American Navy, (Charles Scribner's Sons).
- \*Curtis: The True Thomas Jefferson, (J. B. Lippincott Co.).
- Morse: Thomas Jefferson, (Houghton Mifflin Co.).
- Sumner: Robert Morris, (Houghton Mifflin Co.).
- Coffin: Building of the Nation, (Harper and Brothers).
- \*Lodge: Alexander Hamilton, (Houghton Mifflin Co.).
- Schouler: Alexander Hamilton, (Houghton Mifflin Co.).
- Gay: James Madison, (Houghton Mifflin Co.).
- Greene: Provincial America, (Harper and Brothers).
- \*Fiske: The Critical Period of American History, (Houghton Mifflin Co.).
- Stanwood: A History of the Presidency, (Houghton Mifflin Co.).
- \*Walker: The Making of the Nation, (Charles Scribner's Sons).
- Roosevelt: The Winning of the West, (G. P. Putnam's Sons).
- McMaster: With the Fathers, (Appleton).
- McLaughlin: The Confederation and the Constitution, (Harper and Brothers).

\*Babcock: The Rise of American Nationality, (Harper and Brothers).

Drake: The Making of the Ohio Valley States, (Charles Scribner's Sons).

Bruce: Daniel Boone and the Wilderness Road, (Charles Scribner's Sons).

Hart: The Formation of the Union, (Longmans, Green and Co.).

Bassett: The Federalist System, (Harper and Brothers).

\*Sparks: Expansion of the American People, (Scott, Foresman and Co.).

\*Turner: Rise of the New West, (Harper and Brothers).

Mowry: The Territorial Growth of the United States, (Silver, Burdett and Co.).

Dodd: Statesmen of the Old South, (The Macmillan Co.).

\*Hinsdale: The Old Northwest, (Silver, Burdett and Co.).

Foster: A Century of American Diplomacy, (Houghton Mifflin Co.).

Morris: Napoleon, (G. P. Putnam's Sons).

\*Ashley: Modern European Civilization, especially Chapters VI and VII, (The Macmillan Co.).

\*Macdonald: Select Charters and Other Documents, (The Macmillan Co.).

\*Macdonald: Select Statutes and Other Documents, (The Macmillan Co.).

\*Preston: Documents Illustrative of American History, (G. P. Putnam's Sons).

#### FOR THE PUPIL, primarily.

Moore: Benjamin Franklin, (Houghton Mifflin Co.).

\*Dudley: Benjamin Franklin, (The Macmillan Co.).

\*Southworth: Builders of Our Country, Book II, (Appleton).

\*Sparks: The Men Who Made the Nation, (The Macmillan Co.).

\*Fiske: The War of Independence, (Houghton Mifflin Co.).

\*Burton: The Story of Lafayette, (American Book Co.).

\*Crow: Lafayette, (The Macmillan Co.).

\*Hart: Camps and Firesides of the Revolution, (The Macmillan Co.).

\*Hart: How Our Grandfathers Lived, (The Macmillan Co.).

- \*Lodge and Roosevelt: Hero Tales from American History, (The Century Co.).
- \*Rideing: George Washington, (The Macmillan Co.).
- Fiske-Irving: Washington and His Country, (Ginn and Co.).
- Mace: Washington, a Virginia Cavalier, (Rand, McNally and Co.).
- Drake: Burgoyne's Invasion, (Lothrop, Lee, and Shepard Co.).
- Root: Nathan Hale, (The Macmillan Co.).
- Thwaites: How George Rogers Clark Won the Northwest, (A. C. McClurg and Co.).
- \*Scott: How the Flag Became Old Glory, (The Macmillan Co.).
- Tappan: Little Book of the Flag, (Houghton Mifflin Co.).
- Hapgood: Paul Jones, (Houghton Mifflin Co.).
- Tooker: John Paul Jones, (The Macmillan Co.).
- Merwin: Thomas Jefferson, (Houghton Mifflin Co.).
- Thwaites: Daniel Boone, (Appleton).
- Gulliver: Daniel Boone, (The Macmillan Co.).
- \*Elson: Side Lights on American History, Vol. I, (The Macmillan Co.).
- \*Blaisdell and Ball: Hero Stories of American History, (American Book Co.).
- \*Pratt: America's Story for America's Children, Book V, (D. C. Heath and Co.).
- \*Warren: Stories from English History, (D. C. Heath and Co.).
- Tomlinson: The War for Independence, (Silver, Burdett and Co.).
- \*Cooke: Stories of the Old Dominion, (American Book Co.).
- \*St. Nicholas Magazine: Revolutionary Stories Retold, (The Century Co.).
- \*Harding: The Story of England, (Scott, Foresman and Co.).
- \*Benezet: The World War and What Was Behind It, (Scott, Foresman and Co.).
- Marshall: The Story of Napoleon Bonaparte, (E. P. Dutton and Co.).
- Southey: Life of Nelson, edited by Westcott, (Scott, Foresman and Co.).

- \*Guerber: Story of Modern France; Story of the Great Republic, (American Book Co.).
- \*Haaren and Poland: Famous Men of Modern Times, (American Book Co.).
- Sellar: The Story of Nelson, (E. P. Dutton and Co.).
- \*Tappan: European Hero Stories, (Houghton Mifflin Co.).

#### LITERATURE READINGS.

Literature Readers, (State Series), Sixth Year, pages 330-34.

Literature Readers, (State Series), Seventh Year, pages 73-80; 83; 89-93; 99-102; 301-15.

Longfellow: Paul Revere's Ride.

Calvert: Bunker Hill.

Holmes: Grandmother's Story of Bunker Hill Battle.

Whittier: Lexington; Yorktown.

Bryant: Song of Marion's Men; Seventy-Six; The Twenty-Second of February.

Finch: Nathan Hale.

Emerson: Concord Hymn; Boston.

Reed: The Rising in 1776.

Collins: Molly Maguire at Monmouth.

Pierpont: Warren's Address to American Soldiers.

English: Battle of Cowpens.

Tennyson: England and America in 1782.

Irryng: Rip Van Winkle.

Cooper: The Last of the Mohicans; The Spy; The Pilot.

Hawthorne: Grandfather's Chair.

Washington: The Farewell Address.

Webster: Bunker Hill; Adams; Jefferson.

Coffin: Boys of '76; Daughters of the Revolution.

Mitchell: Hugh Wynne.

Churchill: Richard Carvel; The Crossing.

Ford: Janice Meredith.

Frederick: In the Valley.

Thompson: Alice of Old Vincennes.

Cooke: Virginia Comedians; Colonel Fairfax.

Barnes: For King or Country.

Eggleston: Carolina Cavalier; Long Knives.

Brady: For the Freedom of the Sea.

Brady: For Love of Country.

Dye: The Conquest.

Kennedy: Horseshoe Robinson; Swallow Barn (Virginia).

Bird: Nick of the Woods, (Kentucky).

Stowe: The Minister's Wooing, (New England).

Johnston: Lewis Rand, (Jefferson).

Atherton: The Conqueror, (Alexander Hamilton).

Conant: Alexander Hamilton.

Mitchell: Red City.

Altsheler: Young Trailers; Herald of the West.

\*Denney: American Public Addresses, (Scott, Foresman and Co.).

\*Humphrey: Poetic New World, (Henry Holt and Co.).

\*Matthews: Poems of American Patriotism, (Charles Scribner's Sons).

\*Stevenson: Poems of American History, (Houghton Mifflin Co.).

\*Foerster and Pierson: American Ideals, (Houghton Mifflin Co.).

\*Brittain and Harris: Historical Reader, (American Book Co.).

\*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.).

\*Long: Patriotic Prose, (D. C. Heath and Co.).

\*Gathany: American Patriotism in Prose and Verse, (The Macmillan Co.).

\*Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).

### CURRENT EVENTS.

Read the General Introduction to this Course.

### CIVICS.

#### GRADE VII B.

Time allotment: One hundred eighty minutes per week for Civics and History, including Current Events.

**Guide Topic: Elements of Civic Welfare—Government.**

#### **Introduction.**

Read carefully the Introduction to the Seven A Grade Civics Course.

## Outline of Work.

I. Studies of the following elements of civic welfare:

1. The family as an institution.

Topic reference: Lesson C-20, Series C, of "Lessons in Community and National Welfare", entitled "The family and social control". For reference, see the Seven A Grade Civics Course.

2. A preliminary study of the State and City, with special reference to the suffrage.

The general nature and functions of the state, and of law; the meaning of citizenship.

The exercise of the voting privileges; how the citizen votes; what he or she votes for.

The general nature and function of the city. City officials—the kinds of men or women that should be chosen; the chief city and state officials and their principal duties; their responsibility to the people; the duties of citizens toward them.

Topic references: Lesson B-17, entitled "The development of a system of laws"; Lesson B-18, "How state laws are made and enforced", and Lesson B-19, "The commission form of city government", etc., of "Lessons in Community and National Life", Series B.

II. A preliminary survey of national government, with emphasis on that phase of the topic that centers around the Constitutional Convention of 1787. (Join closely to the History Course of this Grade.)

1. The need for a stronger government.
2. The pupils' present knowledge concerning such terms as "Congress", "Senate", "House of Representatives", "President", "Supreme Court".
3. The work of the Convention.
4. The Constitution as "The Supreme Law of the Land".
5. Principal provisions of the Constitution—in brief.
6. Effects of the new Constitution upon the nation.
7. The Constitution of today compared and contrasted with that of 1788.
8. Memorizing of the preamble.

III. Civic virtues to be dwelt upon that they may grow into habits:

Patriotism.  
 Courtesy.  
 Honesty.  
 Thoroughness.  
 Initiative.  
 Perseverance.  
 Self-reliance.

Striking examples of these virtues abound in the lives of great Americans studied in the History Course of this Grade.

IV. Civic activities to be encouraged as developing a vital interest in community welfare, and as affording many and varied opportunities for initiative and self-expression on the part of the young citizen and prospective voter.

Organizing of conventions for preparation and promulgation of state and national constitutions. Holding of debates upon the relative merits of selected sections and articles of such instruments.

Fathers' and Mothers' Day programs. Programs for holidays and special occasions. Four-minute speeches.

Junior Civic League; (Reference: Hill's "The Teaching of Civics").

Boy Scouts; Camp Fire Girls.

Organized athletics—coöperative team-play.

Scrap book collections.

Thrift savings stamps. School savings bank deposits.

Home and school gardens.

Flag drills and salutes.

"The American's Creed", (William Tyler Page). (See the Five A Grade Civics Course.)

Committing to memory and singing of "The Star Spangled Banner".

#### REFERENCES FOR THE TEACHER.

\*Dunn: The Community and the Citizen, Chapters V, VI, XIX, XXI, XXII, XXIII, and XXIV, (State Series).

\*Turkington: My Country, Chapter X, (Ginn and Co.).

Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).

Howe: The Eve of Elections, (The Macmillan Co.).



- Magruder: American Government, Chapters III and XXV, (Allyn and Bacon).
- \*Ashley: The New Civics, especially Chapters V, VI, XI and XII, (The Macmillan Co.).
- Bennion: Citizenship, Part II, Chapter XV, (World Book Co.).
- Reed: Form and Function of American Government, (World Book Co.).
- \*Guitteau: Government and Politics in the United States, California edition, especially Chapters XVIII, XIX, and XX, and the supplement entitled "State and Local Governments in California", (F. H. Clark), (Houghton Mifflin Co.).
- Boynton: School Civics, revised edition, Chapters IV to VII, inclusive, (Ginn and Co.).
- Giles: Vocational Civics, (The Macmillan Co.).
- Forman: Essentials in Civil Government, Lessons III, IX, and X, (American Book Co.).
- Ellwood: Sociology and Modern School Problems, especially Chapters IV-VIII, inclusive, (American Book Co.).
- Rowe: Society, (Charles Scribner's Sons).
- \*Fisher: Resources and Industries of the United States, (Ginn and Co.).
- \*Municipal and State Reports.
- \*California Blue Bulletin, Supplement, September, 1916, (State Board of Education).
- \*Cabot: Ethics for Children, (Houghton, Mifflin Co.).
- \*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).
- \*Thayer: Ethics of Success, Book Three, (Silver, Burdett and Co.).
- Rugh: Moral Training in the Public Schools, (Ginn and Co.).
- Wilson: Talks to Young People on Ethics, (Charles Scribner's Sons).
- \*Peters: Human Conduct, especially Chapters XVIII to XXVI, inclusive, (The Macmillan Co.).
- \*La Rue: The Science and the Art of Teaching, especially Part III and Part V, (American Book Co.).
- Lee: Play in Education, (The Macmillan Co.).
- Curtis: Practical Conduct of Play, (The Macmillan Co.).

- \*Brewer: Oral English, Chapters XIII and XIV, and Appendices I to IV, inclusive, (Ginn and Co.).
- Knowles: Oral English, (D. C. Heath and Co.).
- Baldwin: An American Book of Golden Deeds, (American Book Co.).
- Tappan: The Little Book of the Flag, (Houghton Mifflin Co.).
- Matthews: Poems of American Patriotism, (Charles Scribner's Sons).
- \*Long: Patriotic Prose, (D. C. Heath and Co.).
- \*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.). (A patriotic Reader.).
- \*Greene: America First, (Charles Scribner's Sons). (A patriotic Reader.).
- Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).
- Finley: American Democracy from Washington to Wilson, (The Macmillan Co.).
- \*Gathany: American Patriotism in Prose and Verse, (The Macmillan Co.).

## HISTORY.

### GRADE VIII A.

Time allotment: One hundred eighty minutes per week for History and Civics, including Current Events.

**Guide Topics: The Growth of Nationality. Conflict between the States.**

#### **Introduction.**

(Read carefully the Introduction to the Seven A Grade History Course.)

The scope of the work of this Grade is indicated by McMaster's "Brief History", Chapters XX-XXXI; Beard and Bagley's "The History of the American People", Chapters XI-XXII, (The Macmillan Co.); Hart's "School History of the United States", pages 184-369, (American Book Co); Bourne and Benton's "History of the United States", Chapters XXII-XXXVIII, (D. C. Heath and Co.); Thwaites and Kendall's "A History of the United States", Chapters XXII-XXXVIII, (Houghton Mifflin Co.); and Benezet's "The World War and What Was Behind It", (for related study of European history), pages 112-35, (Scott, Foresman and Co.).

## Outline of Work.

### I. The struggle for commercial independence.

1. Remote causes of the War of 1812.
  - a. The effect upon the United States of events transpiring in Europe.

(A study of European modern history—reviewing earlier studies of the French Revolution, and the Napoleonic Empire, and supplementing by such topics as the Congress of Vienna, and the Industrial Revolution. Topic references: Benezet; Harding's "The Story of England", Chapters XXXIV and XXXV; and Ashley's "Modern European Civilization", Chapters VII-XI.)

- b. Washington's efforts to remain neutral.
    1. The Citizen Genet affair.
    2. Jay's Treaty with England.
  - c. The X.Y.Z. papers.
  - d. Attacks upon America's neutral trade.
  - e. Capture of American vessels and the impressment of American seamen into the British service.
2. The War of 1812, (briefly).
  - a. Immediate causes.
  - b. Results.

(The study of the War of 1812 should be centered upon a consideration of the causes, and the position gained by the United States as a result of the war. Collateral reading is suggested upon such topics as "Perry's Victory on Lake Erie", and the writing of the "Star Spangled Banner".)

### II. Expansion of territory.

Topic reference: Sparks' "Expansion of the American People", Chapters XII, XIII, XVI-XXIII, inclusive, and Chapters XXV and XXVI.

(Connect with earlier studies of this topic, particularly in the Seven B Grade History Course.)

1. Purchase of Louisiana.
2. Lewis and Clark expedition.
3. Acquisitions of Florida, (1819); Texas, (1845); Oregon, (1846); Mexican territory, (1848); and Gadsden Purchase, (1853).
4. Conditions of settlement, and of pioneer life.

### III. A review and detailed study of California history.

Topic references: Hunt's "California, the Golden", (Silver, Burdett and Co.) ; Bandini's "The History of California", (American Book Co.) ; Sparks' "Expansion of the American People", Chapters XXVII and XXVIII, (Scott, Foresman and Co.).

### IV. Causes that led to the attempt to dismember the Union.

1. Fundamental cause: the struggle over sovereignty—state vs. nation; liberal construction of the constitution vs. strict construction; states rights. (Connect closely with Civics.)
  - a. Virginia and Kentucky Resolutions.
  - b. Opposing views of Hamilton and Jefferson.
  - c. Chief Justice Marshall's decisions.
  - d. The Hartford Convention.
  - e. Nullification in South Carolina.
    1. President Jackson's attitude.
    2. Webster-Hayne Debate.
  - f. Such other sub-heads immediately below, under the topic "The Slavery Question", as directly apply.
2. Contributory causes.
  - a. The slavery question.
    1. The introduction of slaves into Virginia, (1619).
    2. The Ordinance of 1787.
    3. The provisions relating to slavery in the Constitution.
    4. Eli Whitney and the invention of the cotton-gin.
    5. The Missouri Compromise.
    6. The abolition movement.
    7. The admission of Texas. Sam Houston. Davy Crockett.
    8. The results of the Mexican war in relation to slavery.
    9. Compromise of 1850.
    10. Kansas-Nebraska Bill.
    11. Border warfare in Kansas.

12. Dred Scott decision.
13. Lincoln-Douglas debates.
14. Election of 1860.
15. Attempts at conciliation.
16. Secession of the Southern States.

b. Controversies over internal improvements, and the public lands.

(References as above under the topic, "Expansion of Territory").

c. The tariff issue.

## V. The United States among the nations.

(Relate to European and Central and South American history: the Holy Alliance; the English Reform Bill of 1832; the Independence of Spanish America; the events in Europe, etc.)

Topic references: Harding's "The Story of England", Chapter XXXVI; Ashley's Modern European Civilization", pages 211-20.

1. The Monroe Doctrine.
2. Treaties with foreign nations.
3. The Mexican War. (Causes; results.)

## VI. Growth of political democracy, especially as shown in the rise and strength of political parties.

(Connect with the study of this topic in the Seven B Grade History Course and with Civics.)

1. Democracy among the pioneers.
2. Principles and issues of the leading political parties: the tariff; internal improvements; public lands; the U. S. Bank; slavery, etc.
3. Leading statesmen: Jackson, Clay, Webster, Calhoun, Benton.

## VII. State of the country from 1820 to 1840.

Topic reference: Sparks' "Expansion of the American people", Chapters XXII, XXIII, XXIV and XXVII.  
(Relate closely to the Civics Course.)

1. Industrial revolution in America.
2. Commerce.

3. Transportation and communication: the national road, the steamboat, canals, railroads, the telegraph. Great inventors, as Morse, Fulton and Field.
4. Social life.

#### VIII. State of the country from 1840 to 1860.

(Relate closely to the Civics Course.)

1. Inventions for the farm and home. Great inventors, as McCormick and Howe.
2. Mines and mining, (California).
3. Social life.
4. Education.
5. Literature. Great authors, as Irving, Cooper, Hawthorne, Bryant, Longfellow, Whittier and Poe.
6. Continuation of study of industry, commerce, and transportation.
7. Philanthropy. Great benefactors, as Peter Cooper and George Peabody.

(Excellent outlines for review of the early period of national "Political and Territorial Growth", and of "The Development of the Nation", are given in Beard and Bagley, pages 245-46, and pages 362-63.)

#### IX. The Civil War.

1. Causes of the breach between the North and South.
2. Comparison of resources on each side in 1860.
3. The effect of the battle of Bull Run.
4. The Mason and Slidell affair.
5. The Navy. The Monitor and the Merrimac,—effects upon modern naval warfare.
6. The Emancipation Proclamation.
  - a. Develop fully in relation to the whole slavery question.

(Connect with this topic in the Eight A Grade Course.)
7. Gettysburg.
8. Sherman's march to the sea.
9. Lee's surrender.

10. The assassination of President Lincoln.
11. Finances of the war.
12. The work of the American Red Cross,—Clara Barton.
13. The results of the war.
14. Great heroes and leaders of the war on each side: such as Lincoln, Davis, Seward, Grant, and Lee; their characters and their contributions to the cause they advocated.

(An excellent outline for review of the Slavery Problem and the Civil War is given in Beard and Bagley, pages 439-440.)

### Reference and Collateral Reading List.

(Refer, also, to the Seven B Grade Reading List and suggestions for the use of the material.)

#### FOR THE TEACHER, primarily.

- \*Old South Leaflets, (Old South Work, Boston).
- \*Hart: American History Told by Contemporaries, Vol. III, (The Macmillan Co.).
- Fiske: How the United States Became a Nation, (Ginn and Co.).
- Tomlinson: The War of 1812, (Silver, Burdett and Co.).
- Schafer: A History of the Pacific Northwest, (The Macmillan Co.).
- MacDonald: From Jefferson to Lincoln, (Henry Holt and Co.).
- Thayer: John Marshall, (Houghton Mifflin Co.).
- \*Hitchcock: Louisiana Purchase, (Ginn and Co.).
- Channing: The Jeffersonian System, (Harper and Brothers).
- Roosevelt: The Winning of the West, (G. P. Putnam's Sons).
- Wright: Industrial Evolution of the United States, (Charles Scribner's Sons).
- Taussig: Tariff History of the United States, (G. P. Putnam's Sons).

- Dewey: Financial History of the United States, (Longmans, Green and Co.).
- Coman: Industrial History of the United States, (The Macmillan Co.).
- Bassett: The Federalist System, (Harper and Brothers).
- \*Burgess: The Middle Period, (Charles Scribner's Sons).
- \*Babcock: The Rise of American Nationality, (Harper and Brothers).
- Drake: The Making of the Great West, (Charles Scribner's Sons).
- \*Turner: Rise of the New West, (Harper and Brothers).
- Calderon: Latin America: Its Rise and Progress, (Charles Scribner's Sons).
- Rhodes: History of the United States from the Compromise of 1850, (The Macmillan Co.).
- McMaster: With the Fathers, (Appleton).
- Davis: Under Six Flags: The Story of Texas, (Ginn and Co.).
- MacDonald: The Jacksonian Democracy, (Harper and Brothers).
- Peck: The Jacksonian Epoch, (Harper and Brothers).
- Buell: The History of Andrew Jackson, (Charles Scribner's Sons).
- Hart: Slavery and Abolition, (Harper and Brothers).
- \*Wilson: Division and Reunion, (Longmans, Green and Co.).
- Powell: Nullification and Secession in the United States, (G. P. Putnam's Sons).
- Lodge: Daniel Webster, (Houghton Mifflin Co.).
- Sumner: Andrew Jackson, (Houghton Mifflin Co.).
- \*Schurz: Henry Clay, (Houghton Mifflin Co.).
- \*Roosevelt: Thomas H. Benton, (Houghton Mifflin Co.).
- Norton: The Story of California, (A. C. McClurg and Co.).
- Royce: California, (Houghton Mifflin Co.).
- Goodwin: Establishment of State Government in California, (The Macmillan Co.).
- Garrison: Westward Expansion, (Harper and Brothers).
- Garrison: Texas, (Houghton Mifflin Co.).
- Foster: A Century of American Diplomacy, (Houghton Mifflin Co.).



- Chadwick: Causes of the Civil War, (Harper and Brothers).
- Clarke: The American Railway, (Charles Scribner's Sons).
- \*Moore: An Industrial History of the American People, (The Macmillan Co.).
- Trowbridge: Morse, (Small, Maynard and Co.).
- \*Tarbell: Life of Abraham Lincoln, (The Macmillan Co.).
- \*Schurz: Abraham Lincoln, (Houghton Mifflin Co.).
- \*Dodge: A Bird's-eye View of Our Civil War, (Houghton Mifflin Co.).
- Hosmer: Appeal to Arms; Outcome of Civil War, (Harper and Brothers).
- White: Robert E. Lee, (G. P. Putnam's Sons).
- Bradford: Robert E. Lee, American, (Houghton Mifflin Co.).
- Trent: Robert E. Lee, (Small, Maynard and Co.).
- Dodd: Jefferson Davis, (Jacobs).
- Church: Ulysses S. Grant, (G. P. Putnam's Sons).
- Wister: Ulysses S. Grant, (Small, Maynard and Co.).
- Garland: General Grant, (Doubleday, Page and Co.).
- Casson: C. H. McCormick, (A. C. McClurg and Co.).
- \*Preston: Documents Illustrative of American History, (G. P. Putnam's Sons).
- \*Macdonald: Select Statutes and Other Documents, etc., (The Macmillan Co.).
- \*Semple: American History and Geographic Conditions, (Houghton Mifflin Co.).
- \*Brigham: Geographical Influences in American History, (Ginn and Co.).
- Publications of Pan-American Union, (John Barrett, Director General, Washington, D. C.).

#### FOR THE PUPIL, primarily.

- \*Baldwin: The Conquest of the Old Northwest, (American Book Co.).
- \*Lodge and Roosevelt: Hero Tales from American History, (The Century Co.).
- \*Kingsley: The Story of Lewis and Clark, (American Book Co.).
- Brooks: First Across the Continent, (Charles Scribner's Sons).

- Lighton: Lewis and Clark, (Houghton Mifflin Co.).
- \*Roosevelt: Stories of the Great West, (The Century Co.).
- \*Elson: Side Lights on American History, (The Macmillan Co.).
- Warren: Stories from English History, (D. C. Heath and Co.).
- Bass: Stories of Pioneer Life, (D. C. Heath and Co.).
- \*McMurry: Pioneers of the Mississippi Valley, (The Macmillan Co.).
- \*McMurry: Pioneers of the Rocky Mountains and the Great West, (The Macmillan Co.).
- \*Guerber: Story of the Great Republic; Story of Modern France; Story of the English, (American Book Co.).
- Richards: Florence Nightingale, (Appleton).
- Mowry: American Pioneers, (Silver, Burdett and Co.).
- \*Mowry: American Inventions and Inventors, (Silver, Burdett and Co.).
- \*Gordy: American Leaders and Heroes, (Charles Scribner's Sons).
- \*Bachman: Great Inventors and Their Inventions, (American Book Co.).
- \*Sutcliffe: Robert Fulton, (The Macmillan Co.).
- Hapgood: Daniel Webster, (Small, Maynard and Co.).
- Brown: Andrew Jackson, (Houghton Mifflin Co.).
- \*Sprague: Davy Crockett, (The Macmillan Co.).
- Elliott: Sam Houston, (Small, Maynard and Co.).
- \*Winterburn: Spanish in the Southwest, (American Book Co.).
- Bolton: Famous Men of Science, (Thomas Y. Crowell and Co.).
- Cody: Four American Poets, (American Book Co.).
- Cody: Four American Writers, (American Book Co.).
- \*Baldwin: Abraham Lincoln, (American Book Co.).
- Hapgood: Abraham Lincoln, (The Macmillan Co.).
- \*Gordy: Abraham Lincoln, (Charles Scribner's Sons).
- \*Wheeler: Abraham Lincoln, (The Macmillan Co.).
- \*Brigham: From Trail to Railway, (Ginn and Co.).
- \*St. Nicholas: Civil War Stories Retold, (The Century Co.).
- Hart: Romances of the Civil War, (The Macmillan Co.).

- \*Burton: Four American Patriots, (Grant), (American Book Co.).
- Hill: True Stories of Great Americans, Robert E. Lee, (The Macmillan Co.).
- Hill: True Stories of Great Americans, U. S. Grant, (The Macmillan Co.).
- \*Coombs: U. S. Grant, (The Macmillan Co.).
- \*Gilman: Robert E. Lee, (The Macmillan Co.).
- Brooks: True Story of U. S. Grant, (Lothrop, Lee and Shepard Co.).
- Watson: Golden Deeds on the Field of Honor, (The Macmillan Co.).
- Raymond: Peter Cooper, (Houghton Mifflin Co.).
- \*Miller, (Joaquin): Autobiography, (Harr Wagner Publishing Co.).
- Coe: Heroes of Everyday Life, (Ginn and Co.).
- Williams: Some Successful Americans, (Ginn and Co.).

#### LITERATURE READINGS.

- Literature Readers, (State Series), Seventh Year, pages 80-1; 169-73; 193-96; 368-76; and 379-86.
- Literature Readers, (State Series), Eighth Year, pages 9-42; 50-2; 60-2; 83-5; 94-101; 168-88; and 320-40.
- Holmes: Old Ironsides.
- \*Whittier: Snowbound; Angels of Buena Vista; Brown of Ossawatimie.
- Hale: The Man Without a Country.
- Whitman: Pioneers! O Pioneers!
- Longfellow: Santa Filomena.
- Cooper: The Pioneers.
- Dye: The Conquest.
- Churchill: The Crossing; The Crisis.
- Kaler: With Perry on Lake Erie.
- Glasgow: The Deliverance.
- Scollard: Boy Soldiers of 1812.
- Eggleston: Big Brother; Dorothy South.
- Webster: Reply to Hayne.
- Lowell: The Biglow Papers.
- Stowe: Uncle Tom's Cabin.
- Parkman: The Oregon Trail.
- Irving: Astoria.

- Hawthorne: The House of Seven Gables.  
 Eggleston: The Hoosier Schoolmaster; The Circuit Rider; Roxy.  
 Brooks: The Boy Settlers; The Boy Emigrants.  
 Page: In Ole Virginia.  
 Cable: Old Creole Days; John March, Southerner; The Cavalier.  
 Mark Twain (Samuel Clemens): Life on the Mississippi; Tom Sawyer; Huckleberry Finn; Roughing It.  
 Munroe: With Crockett and Bowie; Golden Days of '49.  
 Dana: Two Years Before the Mast.  
 Fox: Carlota, (California before the American Conquest).  
 Hough: Fifty-four Forty or Fight, (Oregon).  
 Stoddard: Saltillo Boy.  
 McNeil: Boy Forty-niners.  
 Atherton: Splendid Idle Forties.  
 Watts: Nathan Burke, (Mexican War).  
 Alcott: Little Women.  
 Larcom: A New England Girlhood.  
 Hale: New England Boyhood.  
 Harland: When Grandmamma Was New.  
 Harris: Uncle Remus.  
 Venable: Buckeye Boyhood.  
 Muir: My Boyhood and Youth.  
 Goss: Jed.  
 Harris: A Little Union Scout.  
 Page: Two Little Confederates: Among the Camps.  
 Tarbell: He Knew Lincoln; Father Abraham.  
 Andrews: The Perfect Tribute.  
 Lowell: Commemoration Ode.  
 Whitman: O Captain! My Captain!  
 Whitman: When Lilacs Last in the Dooryard Bloomed.  
 Lincoln: Gettysburg Address.  
 Wilson (Woodrow): Eulogy on Lincoln.  
 Finch: The Blue and the Gray.  
 Taylor: Lincoln at Gettysburg.  
 Henty: With Lee in Virginia.  
 Garland: Son of the Middle Border; Boy Life on the Prairie.

- Trowbridge: Cudjo's Cave; Drummer Boy; Three Scouts.  
 Eggleston: Southern Soldier Stories.  
 King: The Iron Brigade.  
 Brooks: Washington in Lincoln's Time.  
 Wheelwright: War Children.  
 Brady: On the Old "Kearsarge".  
 Tomlinson: Young Blockaders.  
 Whittier: Barbara Frietchie.  
 Read: Sheridan's Ride.  
 Howe: Battle Hymn of the Republic.  
 Pike: Dixie.  
 Randall: Maryland, My Maryland.  
 Longfellow: The Cumberland.  
 Harte: John Burns of Gettysburg; The Luck of Roaring  
 Camp; Tales of the Argonauts.  
 Lowell: Jonathan to John.  
 Riley: The Name of Old Glory.  
 Gallagher: The Mothers of the West.  
 Butterworth: Whitman's Ride for Oregon.  
 Timrod: The Cotton Boll.  
 Preston: Gone Forward.  
 Roche: Panama.
- \*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.).  
 \*Stevenson: Poems of American History, (Houghton Mifflin Co.).  
 \*Matthews: Poems of American Patriotism, (Charles Scribner's Sons).  
 \*Humphrey: Poetic New World, (Henry Holt and Co.).  
 \*Foerster and Pierson: American Ideals, (Houghton Mifflin Co.).  
 \*Brittain and Harris: Historical Reader, (American Book Co.).  
 \*Finley: American Democracy from Washington to Wilson, (The Macmillan Co.).  
 \*Denney: American Public Addresses, (Scott, Foresman and Co.).  
 \*Long: Patriotic Prose, (D. C. Heath and Co.).  
 \*Gathany: American Patriotism in Prose and Verse, (The Macmillan Co.).

\*Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).

## CURRENT EVENTS.

Read carefully the General Introduction to this Course.

## CIVICS.

### GRADE VIII A.

Time allotment: One hundred eighty minutes per week for Civics and History, including Current Events.

**Guide Topic: Governmental Agencies that Operate to Promote the Welfare of the Community.**

(Text-book in the hands of the pupil: Dunn's "The Community and the Citizen", State Series.)

### Introduction.

In the earlier years, efforts have been made to instil in the child the desire to render to himself and the community, present and future, the best possible service, so that he may participate intelligently and conscientiously in the social activities roundabout him.

In the Eighth Year, the elementary Course culminates in a systematic study of the practical workings of government, not according to the older methods of elaborate analyses of the machinery itself, but according to the newer ideas of inspiring in the hearts of the youth patriotic responses to the reciprocal privileges and obligations existing between citizen and commonwealth. The youth must become thoroughly acquainted with the principles and institutions established and maintained under our system of government. He should learn how and why these institutions have been established, and how they may be improved and perpetuated. Thus, the aim of the Course remains unchanged, for the objective is still the same—leading the young citizens to become coöperative in their actions, to become more and more interested in the human problems of the community—local, state and nation,—and to become more and more imbued with ideals of service to society.

### Outline of Work.

- I. A detailed study of the following topics:
  1. The Government of the State. (Based on Dunn,

"The Community and the Citizen", State Series text-book, Chapter XXIII). (Join to the study of this topic in the Seven B Grade Civics Course.)

2. The Government of the Nation. (Dunn, Chapters XXIV and XXV.) (Join to the study of this topic in the Seven B Grade Civics Course.)

II. A brief study of one or more items from the following list of California industries and occupations, to be closely joined to the study of Geography: sugar-beet raising and sugar refining; shipbuilding; lumbering; horticulture; gold-mining; oil-producing; or others.

Topic references: Lesson C-4 of "Lessons in Community and National Life", Series C, (see Seven A Grade Course for reference), entitled "Petroleum and its uses", Lesson C-15, entitled "Sugar"; Lesson B-3, Series B, entitled "A cotton factory and the workers"; and Lesson B-26 entitled "Concentration in the marketing of citrus fruits". (These "Lessons" furnish excellent problem material and available references.)

III. A brief study of one or more items from the following list of national industries and occupations, to be closely joined to the study of Geography: iron and steel; agriculture; lumbering; shipping; railroading; or others.

Topic references: Lesson C-10, (see above), of "Lessons in Community and National Life", Series C, deals with "Iron and steel"; Lesson B-1, Series B, with "The effect of war on commerce in nitrate"; Lesson B-15, with the "Price control of wheat"; Lesson B-24, "Building the industrial city of Gary"; and Lesson B-25, "Concentration of production in the meat-packing industry".

IV. A brief study of one or more epoch-making inventions from the following list: the railroad; the telegraph; the telephone; wireless telegraphy; the aeroplane; the submarine; or others.

Topic references: Lesson C-9, (see above), of "Lessons in Community and National Life", Series C, deals with "Inventions"; Lesson C-11, with "The effects of machinery on rural life"; Lesson C-12, with "Patents and inventions"; Lesson C-27, with "Early transportation in the Far West"; Lesson C-28, with "The first railway across the continent"; Lesson C-1 with "The war and aeroplanes"; and Lesson B-9, Series B, with "How men made heat to work".

(Note: The teacher should make these topics live issues by relating them to the vocational desires and ambitions of youth at this age. The studies may well be treated from the "Vocational Guidance" point of view.)

V. **Civic virtues** to be dwelt upon that they may be established as habits:

Patriotism.  
Coöperation.  
Obedience to law.  
Perseverance.  
Self-reliance.

(See the Five A Grade Civics Course.)

Striking examples of these virtues abound in the lives of the great Americans studied in the History Course of this Grade.

VI. **Civic activities** to be encouraged and stimulated that they may develop a vital, practical interest in the welfare of the community:

Scrap book collections.  
Thrift savings stamps; school savings bank deposits.  
Home and school gardens.  
Classroom decorations, posters, placards, cartoons.  
Organized athletics—coöperative team-play.  
Boy Scouts. Camp Fire Girls.  
Composition and production of short plays.  
Motion picture, stereopticon or balopticon lectures by pupils. Four-minute speeches. Debates. Programs for holidays and special occasions.

Flag drills and salute.

"The American's Creed", (William Tyler Page).

(See the Five A Grade Civics Course.)

Committing to memory and singing of "America" and "The Star Spangled Banner".

#### REFERENCES FOR THE TEACHER.

\*Turkington: My Country, Chapters IX to XV, inclusive, (Ginn and Co.).

Magruder: American Government, (Allyn and Bacon).



- Bennion: Citizenship, Part II, Chapters X to XVI, inclusive, (World Book Co.).
- \*Fulton: Bryce on American Democracy, (The Macmillan Co.).
- Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).
- Reed: Form and Function of American Government, (World Book Co.).
- \*Ashley: The New Civics, especially Chapters XI and XIII, (The Macmillan Co.).
- \*Guitteau: Government and Politics in the United States, California edition, containing supplement entitled "State and Local Government in California", (F. H. Clark), (Houghton Mifflin Co.).
- \*Sutton: Civil Government in California, (American Book Co.).
- Boynton: School Civics, revised edition, (Ginn and Co.).
- \*Hill: The Teaching of Civics, (Houghton Mifflin Co.).
- \*Governmental Reports; publications of voluntary commercial and industrial associations and private companies.
- Giles: Vocational Civics, (The Macmillan Co.).
- Bowsfield: How Boys and Girls Can Earn Money, (Forbes and Co.).
- \*Allen: Industrial Studies; The United States, (Ginn and Co.).
- Morrison and Brues: How to Make the Garden Pay, (Houghton Mifflin Co.).
- \*Bachman: Great Inventors and Their Inventions, (American Book Co.).
- \*Mowry: American Inventions and Inventors, (Silver, Burdett and Co.).
- Rocheleau: Great American Industries, (A. Flanagan Co.).
- Twombly and Dana: The Romance of Labor, (The Macmillan Co.).
- Fisher: Resources and Industries of the United States, (Ginn and Co.).
- Weaver: Profitable Vocations for Boys, (Barnes).
- Weaver: Profitable Vocations for Girls, (Barnes).
- \*Bandini: History of California, Chapters XII to XVII, (American Book Co.).

- \*Brewer: The Vocational Guidance Movement, (The Macmillan Co.).
- \*Gillette: Vocational Education, (American Book Co.).
- \*Leake: The Vocational Education of Girls and Women, (The Macmillan Co.).
- Bloomfield: Youth, School and Vocation, (Houghton Mifflin Co.).
- \*Gowin and Wheatley: Occupations, (Ginn and Co.).
- Allen: Business Employments, (Ginn and Co.).
- \*Strayer and Norsworthy: How to Teach, especially Chapters IX to XV, inclusive, (The Macmillan Co.).
- \*Cabot: Ethics for Children, (Houghton Mifflin Co.).
- \*Sneath and Hodges: Moral Training in the School and Home, (The Macmillan Co.).
- \*California Blue Bulletin, Supplement, September 1916, (State Board of Education).
- \*Peters: Human Conduct, especially Chapters XVIII to XXVI, inclusive, (The Macmillan Co.).
- \*La Rue: The Science and Art of Teaching, Parts III and V, (American Book Co.).
- Rugh: Moral Training in the Public Schools, (Ginn and Co.).
- Lee: Play in Education, (The Macmillan Co.).
- \*Curtis: Practical Conduct of Play, (The Macmillan Co.).
- \*Brewer: Oral English, Chapters XIII and XIV, and Appendices I to IV, inclusive, (Ginn and Co.).
- \*Greene: America First, (Charles Scribner's Sons). (A patriotic Reader.)
- \*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.). (A patriotic Reader.)
- \*Matthews. Poems of American Patriotism, (Charles Scribner's Sons).
- \*McBrien: America First, (American Book Co.).
- Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).
- (See, also, the Reference Lists for the Seven A and B Grades.)

#### CURRENT EVENTS.

Refer to the General Introduction to this Course.

## HISTORY.

### GRADE VIII B.

Time allotment: One hundred eighty minutes per week for History and Civics, including Current Events.

**Guide Topics: Re-union. The United States a World Power.**

#### Introduction.

(Read carefully the Introduction to the Seven A Grade History Course.)

The intimate relationship existing between History and Civics becomes so pronounced in the work of this Grade that the material for one is virtually interchangeable with that for the other. The teacher will find, therefore, that many topics are repeated in the two Courses. The methods of instruction in History vary from those in Civics according to the point of view appropriate to the subject-matter of each.

The scope of the work for the Grade is indicated by McMaster's "Brief History", Chapters XXXI-XXXV, inclusive, (when supplemented as below indicated); Hart's "School History of the United States", Chapters XXVII-XXXVII, inclusive; Beard and Bagley's "The History of the American People", Chapters XXII-XXXIII, inclusive; Bourne and Benton's "History of the United States", Chapters XXXVIII-XLVII, inclusive; Thwaites and Kendall's "A History of the United States", Chapters XXXVIII-L, inclusive; Benezet's "The World War and What Was Behind It", Chapters XI-XXXVI, inclusive; and McKinley, Coulomb, and Gerson's "A School History of the Great War", (American Book Co.).

That the pupil may get the atmosphere of the great world-war the following collections are recommended:

Thompson and Bigwood's "Lest We Forget", (Silver, Burdett and Co.); "War Readings", (Charles Scribner's Sons); Speare and Norris's "World War Issues and Ideals", (Ginn and Co.).

#### Outline of Work.

##### I. Re-union.

1. The situation at the close of the Civil War.
2. Conditions in the South.
3. President Lincoln's theory of reconstruction.

4. President Johnson's plan of reconstruction.
5. The Congressional plan of reconstruction.
6. The disagreement between Congress and President Johnson. Impeachment of the President.
7. Unsettled conditions in the South.
  - a. Carpet-baggers.
  - b. The Ku Klux Klan.
8. Amendments to the Constitution. The final settlement of the slavery question.
9. The rise of the New South.
  - a. Industries and agriculture.
  - b. The race problem.
10. Leading statesmen of the period, as Stephens, Greeley, and Blaine.

(An excellent outline for review of "Reconstruction" is given in Beard and Bagley, page 441.)

## II. Development of the country from 1860 to date. Recent and contemporary national issues.

1. Industrial achievements.
  - a. Transportation and communication. (Join closely to the study of this topic in Grade Eight A.)
    1. The Panama Canal.
    2. Modern methods of transportation.  
Topic reference: Sparks' "The Expansion of the American People", Chapters XXIII and XXX.
    3. Modern systems of communication.
      - a. The telegraph.
      - b. Wireless telegraphy.
      - c. The telephone.
  - b. House and farm inventions.
  - c. Manufactures and mines.
  - d. Scientific agriculture.
  - e. Great inventors and great leaders in commerce and industry, as Bell, Eads, Edison, Burbank, Rockefeller, Carnegie, and Schwab.

## 2. Territorial expansion.

Topic reference: Sparks' "Expansion of the American People", Chapters XXXV and XXXVI.

(Connect with this topic in the Eight A Grade History Course.)

- a. Growth of the Far West. The new Western States and Territories.
- b. Alaska, (1867).
- c. Hawaii, (1898).
- d. Porto Rico, Philippines, Guam, (The War with Spain, 1898).
- e. Panama, (1903).
- f. Virgin Islands, (Danish West Indies), (1917).
3. Waste of natural resources; the public land; conservation.
4. Immigration.
5. Capital and labor.
  - a. The "trusts".
  - b. Railroad combinations.
  - c. Labor unions.
6. Socialism.
7. Political issues.
  - a. The tariff. (Join to the study of this topic in the Grade Eight A History Course.)
  - b. The income tax.
  - c. Imperialism.
  - d. The currency problem.
    1. Greenbacks.
    2. Free coinage of silver.
    3. Banks and banking.
  - e. Railroad regulation and control of the trusts.
  - f. Civil service reform.
  - g. Prohibition: principles and leaders.
  - h. Woman suffrage: principles and leaders.
  - i. Municipal government.
  - j. The merchant marine.
  - k. National preparedness.
  - l. Political leaders, as Tilden, Blaine, John Sherman, Cleveland, Harrison, McKinley, Roosevelt, Hay, Taft, Bryan, Woodrow Wilson.
8. Public health.

9. Humane legislation.
  - a. Child-labor laws.
  - b. Pure food act.
  - c. Adamson eight hour law.
10. Education; literature; expositions.
11. Foreign relations. (Join to the earlier study of this topic, and supplement with European history after 1850, including such topics as the establishment of the Kingdom of Italy, the German Empire, the British Empire, the French Republic, and their policies, to the outbreak of the World War. Topic references: Sparks, Chapters XXXV and XXXVI; Benet, Chapters XI-XXVI, inclusive; and McKinley, Coulomb and Gerson's "A School History of the Great War".)
  - a. Venezuela.
  - b. The war with Spain.
  - c. Panama and Columbia.
  - d. Mexico.
12. Arbitration.
13. The great world-war.
  - a. Causes; historical background; organization and nature of the German system of government; the Prussian dream of world-domination; responsibility of Germany for opening the war.
  - b. Nations engaged in 1915-16. Importance and far-reaching effects of the conflict.
  - c. America's neutrality.
    1. President Wilson's proclamation.
    2. Reasons for American neutrality.
    3. Difficulties in the way of strict neutrality.
  - d. The German policy of "frightfulness".
    1. Violation of Belgian neutrality.
    2. Submarine outrages.
    3. Utter disregard of treaty obligations, and other violations of international law.
  - e. The principal military campaigns and naval actions of 1915, 1916, and 1917.
  - f. Revolution in Russia.

- g. The United States enters the war.
  - 1. German intrigue in the United States.
  - 2. The "Zimmerman note".
  - 3. The severance of diplomatic relations.
  - 4. Declaration of a state of war with Germany, (April 6, 1917), and with Austria - Hungary, (December 7, 1917).
- h. Further spread of the war.
- i. The military campaigns of 1918.
  - 1. The great German offensive.
  - 2. Marshal Foch in supreme command for the allies and America.
  - 3. General John J. Pershing and his two and a half million American soldiers.
  - 4. Belleau Wood; Chateau Thierry; St. Mihiel; the Argonne Forest; Sedan.
  - 5. Admiral Sims and the Navy.
- j. Administrative phases of a democracy at war.
  - 1. Work of the President and Congress.
  - 2. The draft.
  - 3. "Liberty bond" and "war savings stamps" issues.
  - 4. The food administration.
  - 5. Government control of railroad, telegraph, telephone, and express systems.
  - 6. The fuel administration.
  - 7. The emergency fleet corporation.
  - 8. The war-industries board.
  - 9. War community service organizations.
  - 10. The Red Cross.
- k. End of the war.
  - 1. President Wilson's "fourteen points".
  - 2. The armistice.
  - 3. The peace conference.
  - 4. The treaty of peace.

#### 14. A league of nations.

(Excellent outlines for review of National Progress since the Civil War, and of the Great World-War, are to be found in Beard and Bagley, pages 571-72, and pages 634-36.)

**General Review:** Use the "Guide Topics" for Years Seven and Eight as a basis for the purpose.

# REFERENCE AND COLLATERAL READING LIST.

(Refer to the Reference Lists of Grades Seven B and Eight A.)

Much of the reading suggested should be handled in conjunction with the Literature Course. Its object is enjoyment primarily, and information, secondarily.

## FOR THE TEACHER, primarily.

Dunning: Reconstruction, (Harper and Brothers).

Dunning: Essays on the Civil War and Reconstruction, (The Macmillan Co.).

\*Burgess: The Civil War and the Constitution, (Charles Scribner's Sons).

\*Burgess: Reconstruction and the Constitution, (Charles Scribner's Sons).

Hart: American History Told by Contemporaries, Vol. IV, (The Macmillan Co.).

Macy: History of Political Parties in the United States, (The Macmillan Co.).

Bassett: The Plain Facts of American History, (The Macmillan Co.).

Garland: General Grant, (Doubleday, Page and Co.).

\*Fite: History of the United States, (Henry Holt and Co.).

\*Wilson (Woodrow): Division and Reunion, (Longmans, Green and Co.).

Paxson: The Last American Frontier, (The Macmillan Co.).

Foster: A Century of American Diplomacy, (Houghton Mifflin Co.).

Beard: The Supreme Court and the Constitution, (The Macmillan Co.).

Martin: Maximilian in Mexico, (Charles Scribner's Sons).

Garrison: Westward Expansion, (Harper and Brothers).

Hart: Foundations of American Foreign Policy, (The Macmillan Co.).

Coolidge: The United States as a World Power, (The Macmillan Co.).

Curtis: The United States and Foreign Powers, (Charles Scribner's Sons).



- Sparks: National Development, (Harper and Brothers).  
 Johnson: A Century of Expansion, (The Macmillan Co.).  
 Cowan and Kendall: Short History of England, (The Macmillan Co.).  
 D'Alton: A History of Ireland, (Seeley, Bryers and Walker).  
 Caldecott: English Colonization and Empire, (Ginn and Co.).  
 Judson: Europe in the Nineteenth Century, (Charles Scribner's Sons).  
 King: A History of Italian Unity, (Charles Scribner's Sons).  
 \*Cheyney: European Background of American History, (Ginn and Co.).  
 Powers: America and Britain, (The Macmillan Co.).  
 Barrows: History of the Philippines, (World Book Co.).  
 Lodge: The War with Spain, (Harper and Brothers).  
 \*Ashley: Modern European Civilization, especially Chapters XVIII-XXIII, (The Macmillan Co.).  
 Latane: America as a World Power, (Harper and Brothers).  
 Powers: America among the Nations, (The Macmillan Co.).  
 Weyl: The New Democracy, (The Macmillan Co.).  
 Croly: The Promise of American Life, (The Macmillan Co.).  
 DuBois: The Souls of Black Folk, (A. C. McClurg and Co.).  
 Crowell: Coming Americans, (Board of Home Missions).  
 Ribbany: A Far Journey, (Houghton Mifflin Co.).  
 Steiner: Following the Immigrant, (Revell Co.).  
 \*Patri: The Schoolmaster of a Great City, (The Macmillan Co.).  
 \*Roosevelt: Autobiography, (The Macmillan Co.).  
 Riis: Theodore Roosevelt: The Citizen, (The Macmillan Co.).  
 Abbott: Panama Canal, (Dodd, Mead and Co.).  
 Bishop: Panama, Past and Present, (The Century Co.).  
 Channing and Lansing: The Story of the Great Lakes, (The Macmillan Co.).  
 Clarke: The American Railway, (Charles Scribner's Sons).

- Warman: The Story of the Railroad, (Appleton).
- Spears: The Story of the American Merchant Marine, (The Macmillan Co.).
- Dunbar: History of Travel in America, (Bobbs-Merrill).
- Parton: Captains of Industry, (Houghton Mifflin Co.).
- Hubert: Men of Achievement, (Charles Scribner's Sons).
- Casson: The History of the Telephone, (A. C. McClurg and Co.).
- Methley: The Life Boat and its History, (J. B. Lippincott and Co.).
- Spears: The Story of the New England Whalers, (The Macmillan Co.).
- Wright: Industrial Evolution of the United States, (Charles Scribner's Sons).
- Coman: Industrial History of the United States, (The Macmillan Co.).
- \*Moore: An Industrial History of the American People, (The Macmillan Co.).
- \*Thompson: Economic History of the United States, (Sanborn and Co.).
- How: J. B. Eads, (Houghton Mifflin Co.).
- Taussig: Tariff History of the United States, (G. P. Putnam's Sons).
- Tarbell: The Tariff in Our Times, (The Macmillan Co.).
- \*Addams: Twenty Years at Hull House, (The Macmillan Co.).
- \*Bogart: Economic History of the United States, (Longmans, Green and Co.).
- Dewey: Financial History of the United States, (Longmans, Green and Co.).
- Morris and Box: Socialism, (Charles Scribner's Sons).
- Ely: The Labor Movement in America, (The Macmillan Co.).
- Ely: Socialism and Social Reform, (T. Y. Crowell and Co.).
- Hoar: Autobiography of Seventy Years, (Charles Scribner's Sons).
- Beard: Contemporary American History, (The Macmillan Co.).
- \*Dewey: National Problems, (Harper and Brothers).
- Tarbell: The History of the Standard Oil Co., (The Macmillan Co.).

- Wyckoff: The Workers, (Charles Scribner's Sons).  
 Shinn: Story of the Mine, (Appleton).  
 Laut: Story of the Trapper, (Appleton).  
 Hough: Story of the Cowboy, (Appleton).  
 James: Readings in American History, (Charles Scribner's Sons).  
 Preston: Documents Illustrative of American History, (G. P. Putnam's Sons).  
 Publications of Pan-American Union, (John Barrett, Director General, Washington, D. C.).  
 \*Denney: American Public Addresses, (Scott, Foresman and Co.).  
 Stevenson: Dramatized Scenes from American History, (Houghton Mifflin Co.).
- FOR THE PUPIL, primarily.
- Warren: Stories from English History, (D. C. Heath and Co.).  
 Johonnot: Ten Great Events in History, (American Book Co.).  
 Knapp: Story of the Philippines, (Silver, Burdett and Co.).  
 Stratemeyer: American Boy's Life of William McKinley, (Lothrop, Lee and Shepard Co.).  
 \*Washington (Booker T.): Up from Slavery; Working with the Hands, (Houghton Mifflin Co.).  
 \*Riis: The Making of an American, (The Macmillan Co.).  
 \*Wheeler: Thomas A. Edison, (The Macmillan Co.).  
 \*Jones: Life of Edison, (Thomas Y. Crowell and Co.).  
 \*Miller, (Joaquin): Autobiography, (Harr Wagner Publishing Co.).  
 Paine: Life of Mark Twain, (Harper and Brothers).  
 \*Keller: The Story of My Life, (Doubleday, Page and Co.).  
 \*Antin: The Promised Land; The Stranger Within Our Gates, (Houghton Mifflin Co.).  
 Gulliver: The Friendship of Nations, (Ginn and Co.).  
 Williams: Romance of Modern Locomotion, (C. A. Pearson).  
 Williams: How It Is Made, (Nelson).  
 \*Perry: Four American Inventors, (American Book Co.).  
 \*Bachman: Great Inventors and Their Inventions, (American Book Co.).

- \*Mowry: American Inventions and Inventors, (Silver, Burdett and Co.).
- \*Baker: Boys' Book of Inventions; Boys' Second Book of Inventions, (Doubleday, Page and Co.).
- \*Guerber: Story of the Great Republic, (American Book Co.).
- Southworth: Builders of Our Country, Book II, (Appleton).
- Price: The Land We Live In, (Small, Maynard and Co.).
- \*Fisher: Resources and Industries of the United States, (Ginn and Co.).

### LITERATURE READINGS.

- Literature Reader, (State Series), Eighth Year, pages 340-47.
- Longfellow: Decoration Day.
- Van Dyke: The Builders.
- Cheney: San Francisco.
- Altsheler: Last of the Chiefs.
- King: Campaigning with Crook, (Western Campaigning); Captured, (The Philippines).
- Brown: King's End.
- Atherton: Senator North.
- Merwin-Webster: Calumet "K".
- Glasgow: Voice of the People.
- Wheeler: The Boy with the U. S. Foresters.
- Wright: The Winning of Barbara Worth, (Conservation).
- Smith: Colonel Carter of Cartersville.
- Page: Red Rock; The Old South.
- Grady: The New South.
- Dunbar: Folks from Dixie.
- Moore: The Bishop of Cottontown.
- Ford: Honorable Peter Sterling.
- Allen: The Choir Invisible.
- Garland: Main Traveled Roads; A Little Norsk, (Farm life in the West).
- Johnston: The Little Colonel's Hero, (Red Cross).
- Kipling: Captains Courageous, (Newfoundland Fisheries).
- Spearman: Held for Orders, (Stories of the railroad).

- Brooks: Last of the Strong Hearts.  
 Wister: The Virginian.  
 Norris: The Octopus; The Pit.  
 London: Call of the Wild.  
 Hough: Young Alaskans.  
 Zangwill: The Melting Pot.  
 Empey: Over the Top.  
 Aldrich: A Hilltop on the Marne.  
 McCrae: In Flanders Field.  
 Seeger: I Have a Rendezvous with Death.  
 \*Stevenson: Poems of American History, (Houghton Mifflin Co.).  
 \*Matthews: Poems of American Patriotism, (Charles Scribner's Sons).  
 \*Humphrey: Poetic New World, (Henry Holt and Co.).  
 \*Long: Patriotic Prose, (D. C. Heath and Co.).  
 \*Bemis, Holtz and Smith: The Patriotic Reader, (Houghton Mifflin Co.).  
 \*McBrien: America First, (American Book Co.).  
 \*Greenlaw: Builders of Democracy, (Scott, Foresman and Co.).  
 Cunliffe: Poems of the Great War, (The Macmillan Co.).  
 Finley: American Democracy from Washington to Wilson, (The Macmillan Co.).  
 \*Gathany: American Patriotism in Prose and Verse, (The Macmillan Co.).

## CIVICS.

### GRADE VIII B.

Time allotment: One hundred eighty minutes per week for Civics and History, including Current Events.

**Guide Topic: Governmental and Social Agencies that Operate to Promote the Welfare of the Community.**

(Text-book in the hands of the pupil: Dunn's "The Community and the Citizen", State Series.)

### **Introduction.**

(Read carefully the Introduction to the Eight A Grade Civics Course.)

The relationship between History and Civics in this Grade is so close that many topics of the one are pertinent to the other. Hence, interchange of the time allotted to the one topic, with that allotted to the other, is frequently advisable. The teacher in presenting the material should make it bear directly upon the problems and situations of the age in which we live.

The dominant motive of the entire Course—"Elements of Ideal Government by the People"—should be driven home in this Grade.

### Outline of Work.

I. Studies of social and economic present-day problems, such as:

1. Currency, banks, trusts, and taxation, (Dunn, Chapter XXV).

Topic references: Lesson C-21, of "Lessons in Community and National Life", Series C, (see Seven A Grade Course for reference), entitled "Before coins were made"; Lesson C-22, "The minting of coins"; Lesson C-23, "Paper money"; and Lesson C-24, "Money in the community and the home". (These "Lessons" supply a great deal of valuable material, together with excellent problems and available references.) Also, U. S. Bureau Bulletin, 1915, No. 23, pages 49 and 50.

Note: This topic may well culminate in a general study of the financing of the world-war, so far as it concerns the participation of the United States—as taxation; liberty bonds; war savings stamps, etc.

Topic references: Hart's "America at War"; the "National Service Handbook", and Lesson B-22, "Financing the war" of "Lessons in Community and National Life", Series B.

2. Conservation. (Join with studies of "Thrift" in the earlier Grades.). (Dunn, Chapter XIII).

Topic references: Lesson B-23, "Thrift and war savings" and Lesson B-5, "Saving the soil", of "Lessons in Community and National Life", Series B; Lesson C-5 of "Lessons in Community and National Life", Series C, "Conservation as exemplified by irrigation projects"; Lesson C-6, "Checking waste in the production and use of coal"; Lesson C-7, "Preserving foods"; Lesson C-8, "Preventing waste of human beings"; Lesson C-13, "Market reports on fruits and vegetables"; Lesson C-14, "The United

States Fuel Administration"; Lesson C-16, "The commercial economy board of the Council of National Defense"; and Lesson C-29, "Child labor".

3. Various other social problems as suggested in the History Course of the Grade.

Topic references: "Immigration" in Lesson C-31 in the above cited Series; "Labor organization" in Lesson B-29; "Employment agencies" in Lesson B-30; "Housing for workers" in Lesson C-32; and "Feeding a city", in Lesson C-32. "Migration" in U. S. Bureau Bulletin, 1915, No. 23, pages 41 and 42.

4. Transportation and communication. (Dunn, Chapter XIV.) (Join with the study of this topic in the Eight A Grade Civics Course and in the History Course of this Grade.)

Such inquiries as routes followed by the "Forty-niners" in their efforts to reach the gold fields of California; the methods of transportation at that time compared with modern methods; the revolution in transportation due to the world-war; the influence of the development of transportation and communication upon the growth and progress of the nation; railroad problems of today; the telephone and telegraph; and good roads.

Suggested proposition for debate: the Government of the United States should own and operate the railroads.

Topic references: "Communication" in U. S. Bureau of Education Bulletin, 1915, No. 23, pages 37 to 39; "Transportation" in the same Bulletin, pages 39 to 41; "Telephone and telegraph", Lessons B-10, and "Good roads", Lesson B-27, of "Lessons in Community and National Life", Series B.

5. The organization and function of political parties, together with a study of various political issues, such as: the trusts, regulation of public utilities, and woman suffrage, in close connection with the History Course of this Grade; reports and discussions from Current Events sources of material; propositions for debate.

(The teacher has a wide range of selection of other topics on "Social and economic present-day problems" from the History Course of this Grade.)

6. Organization of the national and state governments in war time, (refer to Hart's "America at War", and the "National Service Handbook").
7. A review of certain topics studied in earlier grades, taking into account the greater maturity of the pupil, such as: health, protection of life and property, education, (presenting the advantages and possibilities of high school education with special reference to San Francisco), recreation, civic beauty, and charities and corrections. These topics should be so taught as to bear directly upon immediate national conditions and events. (See particularly the Outlines of Work, and Reference Lists for Grades Six, Seven and Eight A.)
8. A further study of Vocations, reviewing first the study of this topic in earlier grades.

Topic references: Lesson B-8, "Finding a job"; Lesson B-11, "The work of women"; and Lesson B-28, in "Women in industry", in "Lessons in Community and National Life", Series B.

II. A study of the Elements of Ideal Government by the People, to arrive at an acceptable working basis for a definite summing-up of the Principles of Democracy.

There is a vital need "of so training the American boys and girls that they may demonstrate in their lives the great principles of democracy. \* \* \* If we, as teachers, could feel that instead of working for formal results, the development of power will ultimately secure far greater results, there would be more opportunity for the training which will fit the child to live in a democracy." (Detroit Course 1918, in "The Teaching of Patriotism.")

#### A. Principles of Democracy.

1. Liberty.
2. Equality.
3. Fraternity.
4. Union.
5. Service.



**Type outline for first principle of democracy: "Liberty",**  
(adapted from the Detroit Course).

- I. Man's age-old yearning for liberty, (inalienable right).
- II. The meaning of liberty.
  1. Civil: of person, of religion, of opinion, of speech, of property, of vocation.
  2. Political: individual, national, international.
- III. The price paid for liberty.
  1. War.
  2. Martyrdom.
  3. Exile.
- IV. Milestones along the road.
  1. Marathon.
  2. Magna Charta.
  3. The Reformation.
  4. The Declaration of Independence.
  5. The French Revolution.
  6. The emancipation of slaves.
  7. Women's rights.
  8. The conception of the League of Nations.
- V. Requirements of liberty.
  1. Responsibility, education, training.
  2. Non-license, fanaticism, or excess.
  3. Law-abiding citizenship, justice and brotherhood.
- VI. America's contribution, and America's opportunity.

Similar outlines from the historical and ethical viewpoints should be developed by the class for the other four points in the "Principles of Democracy".

Topic reference: Wilson (Woodrow): The State, (revised edition), Chapters I-IV, inclusive, and XXII.

**B. Formulation of Principles into a Creed.**

These studies will furnish a creed for democracy which "might run somewhat as follows", (adapted from the Detroit Course).

### Democracy's Creed.

We Believe in Liberty.

In the freedom of nations, large and small;

In the freedom of civil and political life, of worship, of opinion, and of speech;

In the duty of free peoples to strive against all forms of slavery and intolerance, and to battle unceasingly for a liberated mankind.

---

We Believe in Equality.

In equal opportunities for all to share in the best things of life;

In the duty of just citizens to labor for the abolition of all forms of special privilege, and to reject all opportunities to profit by such means.

---

We Believe in Fraternity.

In a brotherhood that tolerates no social barriers built on differences of race or creed;

In a democratic citizenship that applies the Golden Rule in its relations with its neighbors.

---

We Believe in Union.

In a society of individuals voluntarily combining and coöperating for the sake of greater strength;

In the fellowship of large-minded citizens who sink minor differences, and pull together for the achievement of mighty purposes.

---

We Believe in Service.

In the privilege and obligation of members of a democratic community to utilize the heritage of civilization, and to employ their talents as a great trust in advancing the interests of the community, "Each for all and all for each".

III. Civic virtues to be dwelt upon that they may grow into habits:

Patriotism.

Efficiency.

Initiative.

Perseverance.

Coöperation.

(See the Five A Grade Civics Course.)

Examples to emulate abound in the lives of the great Americans studied in the History Course of this Grade.

IV. **Civic activities** to be encouraged and stimulated that they may develop a vital, practical interest in the welfare of the community:

Scrapbook collections of Current Events clippings, revenue stamps, tax-bills, etc.

Father's and Mother's Day programs, and programs for holidays and special occasions.

Motion-picture, stereopticon, or balopticon lectures by pupils.

Production of short plays, tableaux, pageants.

Four-minute speeches; debates.

Posters, cartoons and pictures; decoration of classrooms.

Organized athletics; coöperative team-play.

Boy Scouts. Camp Fire Girls.

School and home gardens.

Salvage; thrift savings stamps; school savings bank deposits.

Flag drills and salute.

"The American's Creed", (William Tyler Page).  
(See the Five A Grade Civics Course.)

Committing to memory and singing of "America", "The Star Spangled Banner", and "The Marseillaise".

Service flags.

#### REFERENCES FOR THE TEACHER.

Forman: Essentials in Civil Government, Chapters XXXVII, XXXVIII, XXXIX, and XL, (American Book Co.).

\*Turkington: My Country, Chapters XV, XVII, and XIX to XXIII, inclusive, (Ginn and Co.).

Cabot and Others: A Course in Citizenship and Patriotism, revised edition, (Houghton Mifflin Co.).

Boynton: School Civics, especially Chapters XXII, XXIII and XXIV, (Ginn and Co.).

Giles: Vocational Civics, (The Macmillan Co.).

Ashley: The New Civics, Chapters VII to X, inclusive, and XV to XIX, inclusive, (The Macmillan Co.).

\*Guitteau: Government and Politics in the United States, Chapters IV to VI, inclusive, XII to XVII, inclusive, and XXIX to XXXVII, inclusive, (Houghton Mifflin Co.).

Magruder: American Government, Chapters XXVII and XXIX, (Allyn and Bacon).

Fulton: Bryce on American Democracy, (The Macmillan Co.).

\*Ellwood: Sociology and Modern Social Problems, (American Book Co.).

Addams: Democracy and Social Ethics, (The Macmillan Co.).

\*Towne: Social Problems, (The Macmillan Co.).

\*Burch and Patterson: American Social Problems, (The Macmillan Co.).

Stewart: Social Problems, (Allyn and Bacon).

Leavitt and Brown: Elementary Social Science, (The Macmillan Co.).

Van Hise: Conservation of Natural Resources in the U. S., (The Macmillan Co.).

Taft: Four Aspects of Civic Duty, (Yale University Press).

Taft: The Presidency, (Charles Scribner's Sons).

Roosevelt: American Ideals, (G. P. Putnam's Sons).

Roosevelt: The New Nationalism, (The Outlook Co.).

Wilson (Woodrow): The New Freedom, (Doubleday, Page and Co.).

\*Wilson (Woodrow): The State (revised edition), (D. C. Heath and Co.).

Beard: The Supreme Court and the Constitution, (The Macmillan Co.).

\*Ashley: Modern European Civilization, (The Macmillan Co.).

\*Hill: The Teaching of Civics, (Houghton Mifflin Co.).

\*Brewer: Oral English, (Ginn and Co.).

\*Knowles: Oral English, (D. C. Heath and Co.).

Perry: Argumentation, (American Book Co.).

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- Lee: Play in Education, (The Macmillan Co.).
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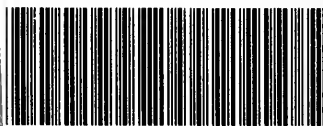
(See, also, the Reference Lists of the History Course of this and the preceding Grade.)

### CURRENT EVENTS.

Refer to the General Introduction to this Course.



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